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ABSTRACT

The degree of improvement which occurred in overall educational programs as a result of school self-evaluation was examined using an instrument based on the 1960 edition of "Evaluation Criteria," published by the National Study of Secondary School Evaluation. The study was limited to the responses of principals of the secondary schools in Texas that conducted school self-studies during the period 1964-1968. The questionnaire was in three parts, with 8 questions devoted to background information (used to qualify each questionnaire for inclusion in the study); 8 general information questions; and finally, 59 questions probing the degree of improvement, on a five-point scale, in specific areas. The collective responses to all 75 questions are discussed and a master rank-order chart of the mean degrees of improvement is provided. The conclusions and recommendations are fully enumerated. An extensive review of the related literature precedes the main body of the report. An extensive bibliography follows each chapter and a copy of the questionnaire is included in the appendix. (PR)

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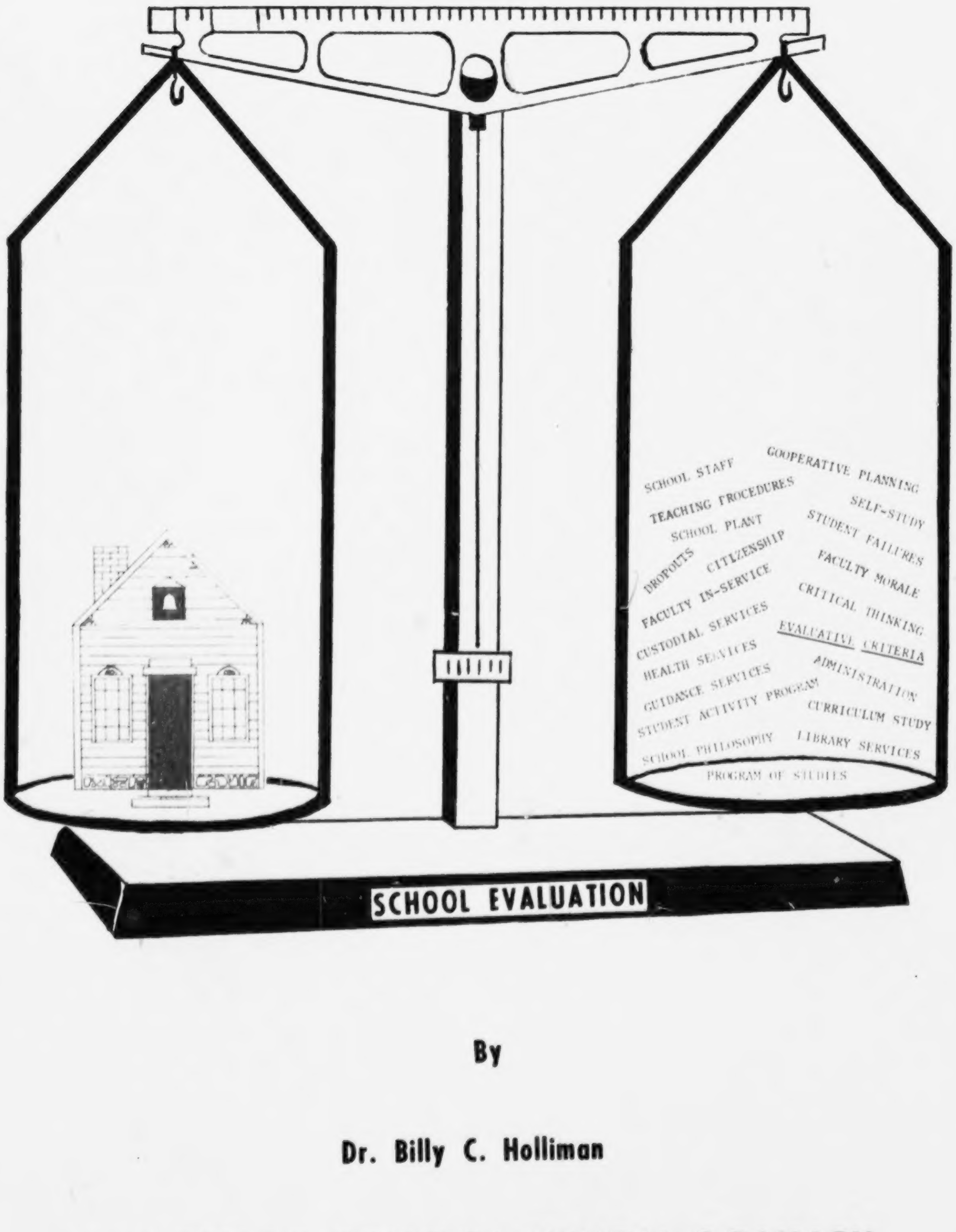
EDUCATIONAL IMPROVEMENTS RESULTING FROM SCHOOL SELF-EVALUATIONS AS REPORTED BY SELECTED PRINCIPALS IN TEXAS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SCHOOL EVALUATION

By

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EAST TEXAS SCHOOL STUDY COUNCIL

EAST TEXAS STATE UNIVERSITY

COMMERCE, TEXAS

NOVEMBER, 1969

PREFACE * * * * * * * * *

This study was conducted in an effort to determine the effectiveness of school self-evaluations in initiating educational improvements. It is reproduced here, in summary form, for the convenience of those who may find its contents of some assistance in evaluating school self-study as an accepted educational practice.

This research culminated the doctoral studies of the writer at East Texas State University. Hopefully, the results will have application for local school districts, state education agencies, and regional accrediting associations.

The reader who wishes to omit the details of the study may become familiar with its major points by scanning the conclusions and recommendations found in Chapter IV.

The writer wishes to express sincere appreciation to the doctoral committee members: Dr. L. Doyne McNew, Chairman, Dr. Everett M. Shepherd, Dr. Authur M. Pullen, Dr. Grady G. Tice, and Dr. John Webb Jones for their proficient guidance and counsel throughout the investigation. Gratitude is also expressed to the secondary principals in Texas who cooperated in the research project and to Dr. Lynn Turner, Director of the East Texas Study Council, for the compilation and distribution of this summary.

The investigator is also indebted to Mrs. Patsy Bellis for typing the summary in its final form.

Billy C. Holliman

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CHAPTER I

INTRODUCTION

For almost three decades the merits of school appraisal through self-evaluation have gone almost unquestioned. This has been particularly true in recent years. Lucio (6:165-176) concurred with this view in the statement:

> Although the review of literature did not reveal a wealth of studies illustrating the widespread impact of evaluation theory upon instruction, there was agreement on the theory, purposes, and techniques to be employed, and production of numerous evaluation instruments and devices...

Formal programs of self-evaluation have become the accepted practice among educational institutions at all levels. Secondary schools, in particular, use self-study as a vehicle for initiating improvements in all facets of their educational programs.

This method of appraisal is deemed of such importance that regional accrediting agencies, such as the Southern Association of Colleges and Schools, require each member school to conduct additional self-studies periodically in order to retain membership.

Generally, formal school appraisal is conducted in three stages: (1) The local school staff organizes into committees and usually uses a standard form of criteria to evaluate each facet of the school's educational program. A written report of commendations and recommendations culminates the staff's evaluation; (2) A team of educational specialists visits the school for a two or three day period and also writes a formal report of commendations and recommendations; and (3) The board of education, administration, and staff adopt a formal plan for implementation of the recommendations for improvement. Although some program improvements may be realized during the course of the evaluation process, the organization of the post-evaluation activities largely determines the degree of total improvement.

Most of the available research studies have added some degree of support to the practice of improvement through self-study, but several disagreed, either totally or in part, with its importance.

Ricart (11:1095-1096) attempted to determine the effectiveness of school evaluations by conducting a follow-up study of recommendations made by the regional accrediting agency. The study revealed that action was taken on 70.8 per cent of the recommendations made to twelve high schools in the Pittsburgh (Pennsylvania) Public School System. Twenty-one per cent of the recommendations were postponed and 8.2 per cent were rejected.

Hedge (4:433-436) reported that the evaluation-accreditation experience at Bakersfield (California) helped the staff to broaden its outlook, fostered a climate for the improvement of instruction, stimulated curriculum revision, emphasized follow-up studies of graduates and reaffirmed the fact that each teacher has a stake in the curriculum. Hines and Alexander (5:i) concluded that curriculum change occurs at a higher frequency in schools which are engaged in formal evaluation. It was also concluded, however, that school self-study does not make teachers more open to curriculum change.

Newman (9:1769-1770) stated:

> A follow-up study of actions taken on recommendations has indicated that evaluations were definitely worthwhile and had great merit in relation to the Educational Programs of these secondary schools. However, evaluations were most effective when there was a planned program of follow-up directed and administered by the high school principal.

Cope (2:697-698) reported that teachers and principals considered the self-evaluation to be the most valuable part of the total evaluative process. The author also identified the failure to develop an adequate follow-up program as a major weakness of some evaluations.

Deitrich (3:4364-4365) suggested that improvements in the educational program seem more evident as a result of self-evaluation and less evident as a result of recommendations submitted by the visiting committee at the time of formal evaluation.

A study by Alam (1:2) reflected an opposing view concerning the value of school self-study in promoting improvements. The writer stated that:

> 1. Teachers' expressed attitudes, as measured by the Teacher Human Relations Questionnaire, are not affected by involvement in the self-evaluation process.
> 2. The type of organizational method used by a school in the self-evaluation process, as measured by the Teacher Human Relations Questionnaire, has no affect on the expressed attitudes of teachers.

The study further revealed that teachers' expressed attitudes toward the profession, other teachers, the principal, the school, the students, and the community were not affected by the self-evaluation process.

In summary, it was found that studies concerning post-evaluation activities generally revealed that program changes occur more frequently in schools in the process of evaluation, planned follow-up programs directed by the principal are the most effective, self-evaluation studies have wide acceptance as a method of school appraisal, the school's self-evaluation has more impact upon improvements than does the visiting committee's recommendations, and self-study may have little effect upon the expressed attitudes of teachers.

I. STATEMENT OF THE PROBLEM

In this research school self-studies were considered in terms of the reported impact on the schools' overall educational programs. Some improvements, such as those to physical facilities, were readily documented, but others, such as improvements in attitudes, required subjective perceptions on the part of principals.

The purpose of this study was to determine the degree of improvements occurring in secondary educational programs as a result of school self-evaluations. This study also sought to establish the position which principals take concerning the validity of self-study as a method for initiating overall program improvements.

II. SIGNIFICANCE OF THE STUDY

Each school year in the state of Texas, a sizable number of secondary schools begin the process of self-evaluation. A formally planned self-study continues to be the most widely accepted method for schools to appraise strengths and weaknesses and to determine needs for improvement. These schools may be motivated to conduct self-studies for various reasons, but attaining or maintaining accreditation appears to be a basic reason of most.

Although accrediting agencies have been requiring such studies for several decades, comparatively few research data have been produced which justify this practice. Communication with the regional accrediting association revealed that all of its research information concerning this problem was too outdated to be of practical value. Responses from other accrediting and evaluative organizations also indicated a dearth of information related to this problem.

The results of this study could be helpful to accrediting agencies as membership requirements are reviewed and as revisions are made in accreditation criteria. Also, the results of the study could be very useful in providing reinforcement to school administrators in the preparation of staffs for evaluation. In addition, the study could prove useful to the state educational agency in its attempt to develop criteria for preparing administrators to coordinate self-studies. Finally, the results of the study could provide guidance to boards of education in authorizing large expenditures of time and funds for the evaluative process.

III. DEFINITION OF TERMS

Educational Improvement. Any change in any direction which is deemed desirable by the school.

Evaluative Criteria. A published guide for evaluating a school's overall educational program. The 1940 and 1950 editions were published by the Cooperative Study of Secondary School Standards. The 1960 edition was published by the National Study of Secondary School Evaluation.

School Self-Evaluation. The process of appraising a school's overall educational program through formal committees which use pre-developed criteria.

Secondary School. Any school which has been designated by its district as a high school or a junior high school.

Self-Study. The same as school self-evaluation.

IV. MAJOR ASSUMPTIONS

In order for this study to be conducted, it was assumed that the principal, as educational leader of the school, was the most qualified person to report improvements in the school's educational program which resulted from self-evaluation.

Reavis and Judd (10:333) supported the principal's leadership role in the following statement: "The tendency at present in most town and city school systems is to regard the principal as the intellectual leader of his school and to hold him responsible for the professional improvement of his teachers." Neagley and Evans (8:12) and Spain, et al. (12:69-70) also agreed that the principal is the school's educational leader.

Secondly, it was assumed that self-studies conducted during the most recent five-year period would provide the most valid indices of improvements because as the time between evaluation and response increases, so will the number of changes in principalships increase. Also, there may be a tendency for the principal to attach less importance to the formal evaluation with the increased passage of time.

V. DELIMITATIONS OF THE STUDY

This study was limited to the responses of principals of the secondary schools of Texas that conducted self-evaluation studies during the five-year period of 1964 through 1968.

The survey instrument was limited to selected items, based on the Evaluative Criteria published by the National Study of Secondary School Evaluation (7), which usually receive attention during the process of school self-evaluation and which may serve as indices for determining improvement in the overall school program.

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CHAPTER II

REVIEW OF THE RELATED LITERATURE

School self-evaluation, as a means of promoting improvements in educational programs, has a comparatively recent beginning. According to Douglas (13:575-589), organizations and institutions began to evaluate secondary schools in about 1870. The University of Michigan, dissatisfied with the use of entrance examinations, decided to accept students from selected schools that had been inspected and placed on an approved list of accredited secondary schools. The University of Chicago adopted a similar procedure in the late 1890's.

The late nineties also marked the inception of the regional accrediting associations. Through the next thirty years, these associations inspected schools upon request and placed those which met the standards on an approved list.

The concept of self-evaluation began to receive emphasis in the 1930's. Manlove (33:233-237) set 1933 as the year for the first meeting of representatives from the six regional accrediting associations. From this organization, given the name "Cooperative Study of Secondary School Standards," guidelines for school evaluations were developed.

By 1940 the guideline, entitled "Evaluative Criteria," were published and available to schools for use in self-study. The guidelines were revised in 1950 and again in 1960. School self-evaluation was made a major part of the total evaluation process in each of these editions and has been widely accepted by schools throughout the nation.

Jessen (30:219-225), former chairman of the Cooperative Study of Secondary-School Standards, deemed both self-evaluation and visiting committee-evaluation as the best approach to use for a comprehensive school appraisal. This position concerning self-evaluation was confirmed in the statement:

> I do not want to leave the impression that we stumbled onto self-evaluation. Certainly we were not unaware of the value of self-appraisal....But I think that not one of us sensed the enormous potential of self-evaluation. There are those that tell us now that the principal value to be gained from an evaluation with the Cooperative Study instruments comes from the self-evaluation —that a self-evaluation with our instruments is the most stimulating educational experience a school faculty and a community can have.

The literature which deals with improvements resulting from self-evaluation appears to follow no clear pattern, but may be divided into the following general categories: (1) Literature Which Emphasized the Purposes and Values of Self-Evaluation, (2) Literature Which Emphasized the Use of the Evaluative Criteria as a Stimulus for School Improvement, (3) Literature Which Emphasized Accreditation as a Stimulus for School Improvement, and (4) Literature Which Emphasized the Outcomes Resulting from the Evaluation Process.

Research which is designed specifically to portray improvements resulting from school self-evaluation is limited and much of the literature approaches the topic somewhat indirectly. Only a brief summary of the literature concerning improvements resulting from school self-study will here be given.

I. LITERATURE WHICH EMPHASIZED THE PURPOSES AND VALUES OF SELF-EVALUATION

Schilson (48:259-262) expressed positive thoughts concerning the value of self-appraisal. It was asserted that self-study is a valuable means of improving individual schools and that accreditation is a worthy by-product.

The writer further asserted that self-study is an essential vehicle through which schools may provide continuing improvements in today's social order. Some of the improvements which come through critical self-analysis were identified as those which occur in the areas of curriculum, methodology, administration, research, faculty morale, and pupil-teacher-parent relations.

Smith _et al_. (50:425-426) placed the worth of any school evaluation directly in the hands of the evaluators. It was suggested that what the evaluators do about the conclusions which are reached through evaluation provides the true indices of worth.

Morphet _et al_. (38:531-554) viewed school appraisal as an inevitable process and suggested that 1 or 2 per cent of a school's budget should be set aside for this purpose. Evaluation participation by board members, as well as staff members, was seen as being a desirable method for contributing to improvement. The authors pointed out, however, that a school's staff may be suspicious of the purpose of the visiting committee and may even refuse to accept self-evaluation as an essential for self-improvement.

Oliver (40:378) also supported the notion that there may be diverse reactions to evaluations. To illustrate this position the following example was cited:

> Language teacher Arthur S. burst into the faculty lounge to announce, "I was just in the office where they were unwrapping some bundles. There is a lot of that _Evaluative Criteria_ material. Seems like only yesterday we were evaluated. Don't tell me we have to go through all that again!"

Rucker (47:391), however, ascribed to the positive thought concerning the values of self-study. This view was revealed in the statement:

> Cooperative self-evaluation of a school program by its own staff leads directly to curriculum improvement--improvement of teaching and learning--in such a way as to build teacher morale, develop wholesome democratic attitudes among members of the staff, and promote sustained professional growth by each individual teacher.

Rucker also expressed the thought that self-evaluation helps teachers to grow without the feeling of being inspected or criticized.

Manlove (33:233-237) credited self-study with being a sound democratic practice but recognized that an unenthusiastic faculty that fails to accept the values of the evaluative process can present a barrier to evaluation. The writer emphasized that careful planning and sufficient time are necessary for reaching objectives. Manlove concurred with other writers that some of the benefits of self-evaluation include helping teachers to analyze and improve themselves, stimulating teachers to improve instruction through experimentation, creating an esprit de corps among the staff and administration, and increasing knowledge of the over-all school program.

Burton and Brueckner (7:219), in discussion of "Evaluation: A co-operative Process," gave support to the process of self-evaluation as a procedure for improving the educational program. The authors asserted that self-evaluation by the individual school is being stressed in preference to evaluation by outside experts or officials.

Douglas (12:69-71) inferred that much is to be gained in the way of improvement for the education of young people by the stimulating effects of evaluation and accreditation. It was suggested that the process should be repeated at least once every seven years.

Wiltse (57:102-104) agreed that the evaluative process should be repeated but set the interval of time for a second evaluation at four or five years. The follow-up study after self-evaluation was also emphasized as being very important in finding ways and means to make improvements which are indicated as desirable in the self-study.

II. LITERATURE WHICH EMPHASIZED THE USE OF THE EVALUATIVE CRITERIA AS A STIMULUS FOR SCHOOL IMPROVEMENT

Beginning with the 1940 edition, the *Evaluative Criteria* have exerted much influence on the nature and course of secondary-school evaluations and thus, on the impending improvements.

Hawkins (24), in an early study of secondary school evaluations, attempted to assess the reliability of visiting committee judgements following self-evaluation through the medium of the *Evaluative Criteria*. The study included twenty-five selected secondary schools representing a cross-section of the United States. Each school was evaluated by two visiting committees working independently of each other. The research revealed that the two groups were in almost complete agreement on two-fifths of the ratings and that reasonable reliability existed where rating differences existed. The study also gave a brief history of the development of the *Evaluative Criteria* and the researcher suggested that little emphasis had been placed on the school's self-analyses in previous types of school examinations. This was credited to lack of a sufficiently complete, objective, valid, and usable set of standards.

Matthews (35:7-27) reported that the Cooperative Study of Secondary School Standards, in an effort to obtain data for use in revising the Evaluative Criteria, sent questionnaires to heads of schools representing all areas of the nation. One hundred eighty-three returns were received which were representative of all areas except California. The report included a summary of the questions asked concerning individual sections of the Evaluative Criteria. It also included a summary of the administrators' feelings concerning the results of their evaluations. Statistics were cited which revealed that the trend of staff attitude toward evaluation is much more favorable after evaluation than prior to evaluation. The administrators were asked to react to the statement, "Name results of the evaluation, either achieved or in process through steps taken to improve the work of the school." Matthews described some of the reactions below:

> This statement was followed by a list of twenty items which were to be checked. There were several spaces in which other results might be listed. In the case of sixty per cent of those who returned questionnaires, it was checked that "teachers developed self-challenging attitudes"; forty-four per cent, "in-service program established"; forty per cent, "more professional books and magazines in teacher's library"; twenty-one per cent, "more opportunity for teachers to attend professional conferences"; twenty-four per cent, "faculty committee given school time for curriculum studies"; twenty-one per cent, "departments reorganized"; forty-four per cent, "certain undesirable practices discontinued"; forty-three per cent, improved use of library"; twenty-three per cent, "more emphasis on needs of non-academic pupils"; twenty-five per cent, "more cooperation between staff and pupils"; thirty per cent, "better home-room programs"; forty-eight per cent, "better guidance programs"; nine per cent, "development of new record system"; ten per cent, "job survey undertaken"; thirty per cent, "follow-up study of graduates undertaken"; three per cent, "sub-committee of the board appointed to work with staff"; and twenty per cent checked the item, "plans for a new building."

Jacobson et al. (29:402), in discussing the merits of the Evaluative Criteria, suggested that the greatest benefit from using the

Criteria is the stimulus to improve which is furnished the different faculty members.

In the Report of the Committee on the use of the *Evaluative Criteria* of the Southern Association of Colleges and Secondary Schools (51:111-119), the discussion centered on the follow-up study conducted by the committee. A check-list was sent to the principal of each member school in the eleven states of the Association. It was agreed that the most important questions on the check-list were "What are the beneficial results of the evaluation of secondary schools by visiting committees? In what form and to what extent have the recommendations for improvements been carried out?" The results of the study revealed that most states experienced expansion in the area of Program of Studies, particularly with respect to non-academic, industrial, vocational, and fine arts courses. The results also revealed outstanding improvements in the areas of Pupil Activity, Library Services, and Guidance. Specific improvements included greater use of audio-visual aids, reduction of teacher load, new personnel employed, reports to parents revised, more teachers working toward higher degrees, new buildings added, higher morale by the staff, and improved relations between the school and the community.

Martin (34:3174), in a questionnaire study in Oregon, surveyed 799 school staff participants in an effort to determine the effectiveness of *Evaluative Criteria* as related to evaluative procedures. The results of the survey indicated that 80 per cent of the school staff respondents and 90 per cent of the visiting committee respondents thought that school evaluations contributed to a better understanding of the total school program. Also, 62.3 per cent of the school staff stated that significant improvements in the school program had resulted from the evaluation. Eleven and six-tenths per cent disagreed that significant improvements had resulted and 23 per cent were undecided.

A study by Boersma (5:4842-4843) was conducted for the purpose of determing the effectiveness of the Evaluative Criteria, 1960 Edition, as a stimulus for school improvement. Teachers from eleven Michigan high schools were asked to state individual perceptions concerning such items as the philosophy and objectives of the school, courses of study, curriculum planning, knowledge of the school program, and self-evaluation of teaching performance. The questionnaire study utilized an experimental group which had conducted an evaluation using the Evaluative Criteria and a control group which had not engaged in formal evaluation. Boersma found no significant change in responses from the control group, but respondents from the experimental group indicated that the self-study, using the Evaluative Criteria, resulted in increased knowledge of the school program, improved teaching performance, increased faculty cooperation, and improved general values. The respondents also indicated that as a result of the evaluation they were least satisfied with procedures employed for the evaluation, some characteristics of the Evaluative Criteria, and procedures employed by the visiting committee.

Cope (11:697-698) secured data from interviews and questionnaires in an investigation of forty-two Tennessee schools which were evaluated shortly after World War II. The purpose of the study was "to appraise school improvements that may have resulted from the use of the Evaluative Criteria in selected high schools of Tennessee." Some of the most frequently reported improvements following evaluation included such items as use of community resources; treatment of pupil differences; club programs; expansion of musical and social activities; better book collections; better coordination between the librarian and the staff; better guidance services; the addition of furniture and equipment; development of an in-service program; more supervision of instruction; and improvement of the health program. Cope identified the major weaknesses in some of the evaluations as failure to develop an adequate evaluation follow-up or improvement program. The investigator concluded that: teachers and principals considered the self-evaluation by the staff to be the most valuable part of the total evaluation; the most valuable role of the visiting committee was to motivate the staff to make a thorough self-evaluation; evaluation produced some improvements in all schools; very few improvements involving group planning could be attributed to the evaluation program; and the greatest values such as increased staff unity, more individualized instruction, and better understanding of the total school program are not easily observed.

Ely (15:38-43) polled 613 teachers from eighteen New Jersey high schools in an effort to obtain individual reactions to school evaluation based on the Evaluative Criteria. The questionnaires, answered during prearranged faculty meetings, revealed that 80 per cent of teachers believed that school evaluation resulted in personal benefits to teachers and about 88 per cent believed that evaluation definately helped the schools. Ely also reported that teachers believed that school evaluation helped to encourage teacher improvement, helped to point out school needs to the community, helped to increase the staff's knowledge of the school program, and helped to initiate acquisition of physical facilities. Ely further stated that teachers reacted favorably to school evaluations based on the *Evaluative Criteria*.

Gray (21:14,27), reporting on a survey of 200 Texas schools which used the *Evaluative Criteria* as a guide for evaluation, indicated that administrators affirmed improvements in school philosophies, pupil accounting, courses of study, pupil activity programs, in-service training programs, the number of library personnel, library budgets, guidance services, the use of audio-visual aids, graduate follow-up programs, the educational plant, and administrative functions. The investigator emphasized that "a follow-up study seems to be desirable to assure continued improvement within a school system." Gray credited the *Evaluative Criteria* with being "the best means available to determine whether the needs of young people can be met within a given school situation."

Eckhardt (14:90-93) made the positive observation that any educational program should be appraised at intervals by means of evaluation. The writer described the evaluative process, using the *Evaluative Criteria*, in the Kern County (California) Union High School District. According to the author, the greatest impact during the course of the evaluation came when the visiting committee reported orally to the entire school staff. It provided the initial stimulus for accepting the findings of the visiting committee. Eckhardt concurred with Gray (21) in emphasizing the value of evaluation follow-up. A more complete insight of the total school program and the creation of a wholesome attitude on the part of each individual were cited as major improvements resulting from the evaluation. Eckhardt also gave the Evaluative Criteria a favorable report, but indicated that the staff thought them to be too detailed.

Baker and Etzel (2:93-97) described the results of the Evaluative Criteria in making a report concerning a study by the New England Development Council. According to the authors, the council made a follow-up study of evaluations conducted in six New England secondary schools. The study was made "in an attempt to gain objective evidence concerning the changes and improvements resulting from self-and visiting-committee evaluations...." The data, collected by means of check sheets distributed to the staff members one year after evaluation, revealed that 45 per cent of the visiting committees' recommendations were in the process of completion and 10.7 per cent were completed. The faculties indicated that 8.9 per cent of the recommendations were invalid. It was pointed out that 52 per cent of the recommendations requiring increased budgetary provisions were postponed. The writers rationalized that such budgetary items require more time and study by the school authorities before appropriations are made. Baker and Etzel concluded from the reactions of the staff members that the visitors' recommendations were valid, the visiting committees' recommendations most frequently require group planning, and the recommendations requiring budget allotments are most readily postponed.

Bollman (6:1-37) also attempted to determine school improvements following the use of the Evaluative Criteria. The investigator was successful in receiving lists of improvements from fifty-one Texas schools, however, the study did not attempt to determine if the improvements were a result of school self-study, the work of the visiting committee, or a combination of both. Bollman called attention to the changed attitudes of teachers and stated: "In some situations this is the most significant and far-reaching outcome." The major categories of improvements outlined in the study were: understanding democracy; processes of democracy; nature of the curriculum; racial history; curriculum and courses of study; pupil activity program including student government, homerooms, assemblies, publications, speech, social life, and clubs; library service; guidance service; instruction; school staff; school plant; and administration. Bollman also stressed improvement in the teachers' understanding of their schools' philosophy as a desirable outcome.

In another study analyzing the reactions of schools evaluated by the Evaluative Criteria, Franzen (19:23-47) presented data which revealed that only 40 per cent of the staffs were in favor of conducting an evaluation prior to its beginning, 30 per cent were not in favor of the evaluation, and 30 per cent were undecided concerning its value. In contrast, 92 per cent favored the evaluation after it was completed and only 3 per cent still reacted unfavorably. Franzen further stated that 88 per cent of the schools reported particular plans for follow-up while 12 per cent had no positive plans. The schools included in the study considered the "changed attitude on the part of the teachers" as the most important improvement. The staff's willingness to try "new approaches" was cited as one evidence of attitude change.

Wear (54:3-5), in a doctoral study involving 116 Kentucky secondary schools, surveyed the results of evaluation through the use of the Evaluative Criteria. Opinions were solicited from each of the schools by using a two-part questionnaire. The significant findings indicated that evaluation is conceived of being primarily for improvement of schools and should be continuous; the evaluation findings were used by the faculties in a rather informal manner; the newspaper was the chief medium for reporting evaluation findings; and the public generally received too little formal reporting of the results. The author identified the strongest features of evaluation using the Evaluative Criteria as the self-evaluation phase, the disturbing of complacent attitudes, and the motivation to improve. Wear identified the weaknesses as the short visits by the outside evaluators, the inadequate follow-up processes, and inadequate training of visiting committee members.

Carrothers (8:23-38) asserted, from responses to a questionnaire sent to sixty school men in the state of Wisconsin by State School Superintendent John Callahan, that one of the greatest values occurring to schools which make use of the Co-operative Study materials in that of the development of a philosophy of education. According to Carrothers, secondary-school administrators also enthusiastically cited improvements in the services of the total staff; improvements in the activities, guidance, and library programs; improvements in faculty attitudes; and improvements in the understanding of local educational problems.

Grizzell (22:39-46) secured data from 344 schools in all forty-eight states and the District of Columbia in attempting to determine the kinds of school experiences which were fostered by the use of the Evaluative Criteria. The schools generally reported favorable experiences but also voiced some minor criticisms. The data showed that 50 per cent of the schools which responded were more favorable to evaluation after completion than they were before evaluation began. Only six schools were less favorable after evaluation than before. Seventy-five per cent of the schools planned programs of improvement based upon the results of evaluation. Grizzell's data further showed that the schools had made improvements in the areas of library services, in-service training, curriculum planning, supervision, testing, democratic attitudes of teachers, professional spirit, student morale, parent interest, and physical facilities. Of the schools, 90 per cent indicated that reevaluation was needed within five years.

Grizzell, in writing for the accreditation section in the Encyclopedia of Educational Research (17:18), gave further support to the use of the Evaluative Criteria as a means of helping to improve educational programs. The suggestion was made that studies by Hawkins, Cope, Ricart, and Newman help to affirm this position.

Umstattd (58:61-78), acting as the 1940-41 chairman of the Committee on the Use of the Evaluative Criteria of the Southern Association of Colleges and Secondary-Schools, revealed that the committee used correspondence, personal interview, and questionnaires in an attempt to determine the extend of usage of the Criteria. It was disclosed that individual schools in eight states had reported improvements in school philosophy and several instructional areas following the use of the evaluative materials. Other improvements reported by Umstattd were in the areas of student councils, assemblies, library services, student accounting, health services, staff assignment, guidance, and homerooms. The committee agreed that only minor weaknesses were encountered in the Criteria.

According to Morley (37:176-178), in the Cleveland Heights High School in Cleveland, Ohio, after self-evaluation and visiting committee evaluation, the stimulating effects were: each course was carefully examined in relation to the school's objectives, recommendations by the guidance staff members were put into practice, an additional guidance staff member was added, school assembly programs were improved and the marking standards were liberalized. The writer credited the Evaluative Criteria with providing the overall stimulus.

At Wilson High School, Wilson, Arkansas, Bird (4:179-181) divulged the following stimulating effects which came from evaluation with Evaluative Criteria: (a) stimulated the faculty to develop and clarify a philosophy; (b) helped understanding by faculty of total school program; (c) helped to give direction in curriculum reorganization; (d) pointed out the need for a better guidance program; (e) stimulated a closer school-community relationship; (f) stimulated professional growth; and (g) helped to develop a critical attitude on the part of the faculty.

In a sequel to the discussions by Morley (37) and Bird (4), Robb (45:185-187) commented concerning the stimulating effects of the Evaluative Criteria at Community High School, Clinton, Illinois. Community High School was one of fifteen which was selected as an experimental school to use the new evaluation materials during the school year of 1938-39. Robb listed specific improvements similar to those reported in other studies, but in addition, the following statements from teachers who participated in the survey were cited:

> In reviewing the work of the cooperative study conducted in this school system it seems to me that there are three groups which reaped benefits - namely, the individual teachers, the faculty personnel as a whole, and the board of education.
>
> The self-inventory which each teacher was required to make, was a revelation in itself....
>
> As an outstanding result of this Cooperative Study I believe that both school and community were permeated with a greater appreciation of the good qualities of the educational system....
>
> The efforts of our study certainly fostered a closer relationship between students and teachers....
>
> We would unhesitatingly recommend a cooperative study for any school, as we feel that it was worth all the time and effort expended.

III. LITERATURE WHICH EMPHASIZED ACCREDITATION AS A STIMULUS FOR SCHOOL IMPROVEMENT

The regional accrediting associations and the state education agencies have undoubtedly exerted much influence on local school districts regarding educational standards. The desirability of becoming affiliated with these organizations has prompted many districts to initiate improvement programs. These formal programs most often utilize both self-study and visiting accreditation teams to achieve total evaluation.

Hedge (26:433-436), in attempting to answer the question, "How did the evaluation-accreditation experience improve the instructional program at Bakersfield (California) High School?," cited several examples. The accreditation experience was credited with helping the teachers to see the total educational program, helping the staff to focus on the students instead of subject matter: helping the staff review its feeling of partnership; helping to establish a climate for improvement; and helping to improve curriculum supervision, orientation of new teachers, the quantity of library materials, and the ninth grade reading program.

Webster (55:437-438) documented the improvements at Palm Springs (California) High School in terms of what the visiting committee would find should it return. While participating in the "Accreditation Program" sponsored by the California Association of Secondary School Administrators, the staff and the community made an analysis of the school's program. It was emphasized that the following changes could be found by a returning visiting committee: a complete course of study for each instructional area; an established system of division chairmen; the use of consultants in planning special programs; an extensive program of pupil personnel and guidance services; a well-informed group of student leaders; and the institution of a pilot program in team teaching. Webster classified the total change as a "educational renaissance."

Siegler _et al_. (34:439-446) confirmed that accreditation-evaluation helped to improve traffic control, guidance services, curriculum revision, and staff morale in the Vallejo (California) Unified School District. Other improvements were also made in the student activities program and staff-student communications.

The Sweetwater (California) Union High School District also participated in the "Accreditation Program" sponsored by the CASSA and reported the results from four of its schools. The schools used the evaluation instrument, "Procedures for Appraising California Secondary Schools," and Rubie (46:447-449) made the following observations: most committee members developed a better understanding of the interrelationship of the different curriculum areas; and district granted released time for district level curriculum study; intensive study was begun in the areas of the capable learner and the mentally retarded, reading, mathematics, and terminal studies; and a complete curriculum guide was developed. These improvements were realized even though Rubie stated, "The interval of time since the self-appraisal has been too short to measure fully the effect of the use of the instrument on the improvement of instruction."

According to Barbarini (20:31-32), the teacher-oriented study at South Redford's (Michigan) Pierce junior high school was based on the type which most schools use in seeking accreditation. The self-evaluation committees used the Evaluative Criteria as a guide and the early results indicated that the staff gained a better understanding of the total school program, it developed a better undertanding of the total budget picture, and it gained a better understanding of each other.

In a position paper for the junior high school, "Regional and National Accreditation" (42:11-15), the following ideas were advanced:

> Junior high school principals agree that schools need improvement and that evaluation is essential for betterment. There is, however, no agreement that accreditation is a good method of forcing improvement....
>
> Regional accreditation has many positive aspects. Several school systems believe strongly in state and regional accreditation and feel that faculty studies - reviewed critically by consultants - aid immeasurably.
>
> They feel that their desire to improve schools is more challenging under regional accreditation because of the requirements it presents. The experience gained by a faculty, while undergoing self-study under a competent consultant and visiting committee, cannot be measured....

> Schools having membership in a regional accrediting association feel that the values derived from such membership stimulate improvement through self-evaluation....

Those that opposed accreditation but not evaluation generally argued that joining an accrediting association would decrease program flexibility and local autonomy. It was suggested that the National Association of Secondary-School Principals could not state a position on accrediting junior high schools in the absence of a concensus.

Belt (3:30-33) conducted a study in Wyoming for the purpose of determining the actions taken by school districts on recommendations made by the visiting committees of the Cooperative Program for School Accreditation. Lists of recommendations were obtained for 208 school districts from the files of the Wyoming State Department of Education and a questionnaire was mailed to each of the schools. Belt assumed the professional integrity of the respondents from whom an 86.54 per cent return was received. The results showed that positive action was taken on 72.23 per cent of the recommendations, with compliance on 33.75 per cent and action in progress on 39.28 per cent. Action was post-poned on 16.47 per cent of the recommendations and 10.30 per cent were rejected as being invalid. Belt concluded that the school districts extended their program of studies, employed additional staff members, increased salaries, added new building constructions, and purchased substantial amounts of equipment and instructional materials as a result of evaluation.

Hedge (25:36-38) expressed a pragmatic motive for evaluation-accreditation. It was contended that a sound program was needed in order to present evidence of excellence in California secondary schools. Thus, this proof of excellence would provide the schools with leverage for competing for funds with such priority needs as freeways, recreational areas, care for the aged, crime control, and relief. Hedge pointed out, however, that one of the basic problems of evaluation involves converting the knowledge gained into improved classroom practices.

Richards (44:244-245) suggested that the effects of appraisal-accreditation on junior high schools may be evidenced by staff enthusiasm after the self-appraisal is underway, by more active interest in activities on the part of the students, by more financial support for the school, and by greater support from the community. The writer also pointed out the importance of including the total school personnel and lay people in self-appraisal studies.

IV. LITERATURE WHICH EMPHASIZED THE OUTCOMES RESULTING FROM THE EVALUATIVE PROCESS

Obviously, the measure of any formal program of evaluation rests with the results obtained. Keas (31:19-20) stressed this position in the statement:

> The follow-up program is the meat of an evaluation. To expect that everything should be changed is not feasible. But equally as tragic would be for nothing to happen. Therefore, the use of existing committees or the shuffling of the personnel of the committees that were used in the evaluation is sometimes necessary for an effective follow-up program.
>
> The evaluation itself should be the beginning of a planned program of improvement. It should be the responsibility of the staff, under the direction of the administrative head of the school, to extend this planned program of improvement.

The Committee on Accreditation Procedures of the North Central Association of Colleges and Secondary Schools (10:323-337) concurred concerning the importance of evaluation follow-up and stressed the fact that an action program, administered by the principal, is necessary if improvement is to be realized. The committee also advanced the idea that the effectiveness of evaluation can be partially measured by the quality of recommendations made in the self-study.

Emerson (16:79-92) tested the outcomes from evaluations in a questionnaire study involving the principals and staff members of sixty-two schools that had conducted evaluations in the region served by The Northwest Association of Secondary and Higher Schools. The returns revealed the following answers to selected questions: 1. To the question concerning an increased appreciation of the total evaluation on the part of faculty members, fifty-two said yes, eight said no, and eight gave a qualified yes; 2. In responding to the question "Has the evaluation stimulated an improved professional attitude on the part of the staff members?," fifty-two answered yes, three said no, and seven gave a qualified answer; 3. Forty-one said that the evaluation revealed weaknesses not known before, five answered no, and sixteen expressed qualified answers; 4. Sixty-two said that there had been efforts to bring improvements in line with the needs revealed through evaluation; and 5. Sixty-two respondents also said that favorable community reactions had resulted from the evaluation.

According to Horn (38:276-279), the schools in Lincoln, Nebraska, departed from the traditional outside survey and called upon the local staff for help. In the author's words, "The Lincoln survey is different; it is a cooperative study." Although the recommendations had not been acted upon officially, it was reported that the self-evaluation had already stimulated a revision of the administrative organization and that a set of rules and regulations governing the relationship between the superintendent and the board were adopted.

Manlove and McGlasson (32:64-76), as a part of a study to obtain the reactions of faculty and visiting committee members to evaluation instruments, asked seventy-nine faculty members and administrators from two Indiana junior high schools specific questions concerning the schools' self-evaluations. Of this group, 98.7 per cent indicated that the purposes of evaluation were understood. The writers also indicated that 46.8 per cent of the group felt that the staff had a "much" better understanding of the school and the educational program while 39.2 per cent thought the staff had "some" better understanding.

McClendon (36:4548), in a Florida study, attempted to determine whether or not teachers who participated in a faculty self-study would become "more open" from the experience than teachers in non-participating control schools. The control group consisted of 141 staff members and the experimental group was comprised of 131 staff members. The writer determined the degree of openness by administering the Teacher Problems Q Sort. According to the author, the test is comprised of problems classified in terms of positiveness or negativeness, central-peripheral qualities, self-nonself qualities and past and present-future orientation. It was concluded that: faculty self-study did not produce a statistically significant degree of "openness," the amount of education a person possesses influences the degree of change in "openness," teachers who were characterized as "more open" at the beginning of the year tended to become "less open" during the year, and teachers who were "less open" at the beginning tended to become "more open" to a significant degree without regard to self-study.

In a study made by Williams (56:2199-2200), the stated purpose was "to analyze the results obtained following visits by evaluating teams using Evaluative Criteria (1950 Edition) to 16 selected secondary schools in Allegheny County." Williams' study involved the use of interview-questionnaires directed toward secondary school principals and concerned progress on various recommendations. The recommendations were generally analyzed in the areas of frequency, per cent receiving the recommendations, actions taken, techniques used to carry out the action, evidences of attainment, and significant findings. The interviews revealed that 38.5 per cent of the recommendations concerned the school plant, and that positive action occurred in 66 per cent of the cases. Other findings included compliant action on 79.6 per cent of the recommendations in the area of school staff and administration, 73.2 per cent of those in philosophy, and 72.5 per cent in the area of curriculum and instruction. The total study revealed favorable action on 68.3 per cent of the recommendations. Only 9.3 per cent of the recommendations were considered invalid and action was postponed on 22.4 per cent of the total. Williams concluded from the study that:

> An enriched educational program followed the evaluations. Additional courses, better integrated curricula, new equipment, additional personnel, both professional and non-professional, and the inauguration of in-service training programs provided an impetus which would probably have been lacking. Safer, better heated and, better lighted, and more efficient and more attractive school buildings were provided to house this enriched program.
>
> This follow-up study indicated that evaluations were most effective when followed by a planned program or schedule directed and administered by the principal and that the self-evaluation by the staff stimulates thinking concerning individual and mutual problems.

Hahn (23:47-51) made a follow-up study of thirty-five Oregon secondary schools in an effort to determine to what extent the recommendations resulting from school evaluations had been implemented. A list of the recommendations was obtained from the state department of education and both the questionnaire and the interview techniques were used in verifying action taken on the recommendations. Under the "Summary of Findings," Hahn stated, "Two other studies have shown that evaluations do result in substantial improvements in the schools. This study corroborates their findings." It was pointed out that the evidence revealed that about two-thirds of the recommendations were completed within four years, however, about two-thirds of the recommendations were completed within four years, however, about one-third would have been completed without benefit of the evaluation. Hahn disagreed with several writers in concluding that financial reasons are not the greatest obstacle to school improvement. The investigator cited some of the major reasons for non-completion of recommendations as the reluctance of teachers to follow suggestions, negative administrative attitudes, and the lack of knowledge by teachers concerning recommendations. It was also concluded that all progress toward completion of recommendations begins within two years. The author further concluded that the evaluations were responsible for completion of about one-third of the recommendations.

Newman (39:1769-1770) provided evidence concerning improvements resulting from recommendations which grew out of evaluations that were conducted in selected high schools of Allegheny County, Pennsylvania. The recommendations which were related to the educational programs were examined and the following principal findings were revealed: favorable action was taken on 57.6 per cent of the recommendations; marked improvement was shown in all facets of the education programs in the evaluated schools; action was postponed on 22 per cent of the recommendations with some of the reasons being insufficient funds, limited facilities, scheduling difficulties, conflict of personalities, and small size of school; and 10.4 per cent of the recommendations related to the educational program were considered to be invalid. It was concluded that evaluations are worth while, evaluations are most effective when a planned program of follow-up is supported by the high school principal, regularly scheduled evaluations aid in establishing a climate for mutual understanding by the staff, and the self-evaluation by the faculty was regarded as one of the finest features of the total evaluation.

Ricart (43:1095-1096) conducted a study similar to that of Newman's and used twelve comprehensive high schools in the city of Pittsburgh. The results indicated that compliant action was taken on 70.8 per cent of the items recommended by the visiting committees. The schools postponed action on 21.0 per cent of the recommendations and 8.2 per cent were considered to be invalid. Ricart concluded that: the evaluations were effective in stimulating the schools to a program of continuous self-improvement; improvements in teaching methods and procedures resulted from evaluation; improvements to the school plant were effected; and a more adequate program of guidance services was implemented.

Pace (41:1-12) used a research pattern quite similar to that of Hahn's (23) and others in determing the extent to which special recommendations made by visiting committees had been implemented in nine Indiana junior high schools. A check list was sent to each teacher in the nine pilot schools and the responses were verified through personal interviews with the principals. The study revealed that about 57 per cent of the recommendations had been fully or partially implemented, about 14 per cent were in the long range plans for implementation, about 25 per cent had received no action, and 5 per cent were rejected. Pace concluded that evaluation was responsible for a significantly large number of changes intended for improvement; recommendations concerning physical facilities were the hardest to implement; recommendations requiring capital outlay were most often postponed; recommendations had been rejected primarily because they conflicted with the schools' philosophy; and the findings of the visiting committees tended to reaffirm those of the self-evaluation committees.

Alam's (1:3214-3215) study tended to confirm some of McClendon's (36) findings concerning the expressed attitudes of teachers following evaluation. However, the study by Alam departed from McClendon's in both procedures and general outcomes. The investigation involved the teachers from eleven Florida secondary schools which were engaged in self-evaluation and the teachers from ten control schools which were not involved in evaluation. A questionnaire was used to assess the attitudes of both groups of teachers early in the school year and again during the last month of school. The questionnaire was designed to reflect the attitudes of teachers toward the profession, other teachers, the principal, the students, the school, and the community. Appropriate statistical procedures were used to measure for significant differences between the expressed attitudes of the two groups and drew the following conclusions: there was no significant difference between the expressed attitudes of teachers engaged in self-evaluation and the control group; the expressed attitudes of teachers tend to become less favorable near the end of the school year; the less favorable attitudes are directed primarily toward the students and the principal; and the expressed atittudes toward the profession, the school, and the community tended to shift toward the less favorable, although, not to significant proportions. Alam stated: "Primary implications question the use of the lengthy self-evaluation study as a means of promoting changes in teachers' expressed attitudes."

England (18:105-103) enthusiastically reported the early outcomes from El Paso's self-evaluation. The evaluation was credited with helping almost every staff member gain a new understanding and a new purpose concerning his job. The evaluation was also credited with fostering staff cooperation, promoting more effective administration, prompting the staff to try new instructional ideas, bringing the elementary and secondary divisions toward a better understanding, and instilling a new confidence in individual staff members.

Collier (9:121-132), in reporting on the evaluation of secondary schools in Connecticut, charged the principal with the responsibility of conducting a self-evaluation which does not overwork the staff. It was suggested that opposition would certainly develop under those circumstances. The principal's role in preparing the staff for the visiting committee was also emphasized. Collier affirmed that evaluations contributed significant influence in the secondary schools of Connecticut as evidenced by improved physical facilities, more extensive library services, curriculum revision, and the implementation of various study groups.

In another Connecticut report, Walters (53:18-19,43) commented concerning Westport's faculty-lay citizen self-study. The evaluation involved every civic organization in the city of 12,000 people. Some of the results were: improved relations between the public schools and the community; a 53 per cent increase in teachers' salaries; improved working conditions for the school staff; construction of a new building; the purchase of additional equipment; helped the townspeople have a clearer understanding of their schools; improved the morale of the staff, and improved staff knowledge concerning taxation.

Hines and Alexander (27:1-117) used a federal grant in conducting a recent comprehensive study concerning high school self-evaluations and curriculum change. The total project included forty-six experimental schools, eighteen control schools, and four pilot schools located in both Florida and Georgia. The investigators (27:1) expressed the following purpose:

> Specifically the project sought to determine the scope and extent of curriculum change occurring in selected high schools as a result or concomitant of school self-evaluations conducted in accordance with regional accreditation policies, and of the impact of participation on selected attitudes and practices of the teachers involved.

The authors made use of interview, observation, opinionnaire, and standardized test data in drawing conclusions. Results of the project revealed that: curriculum change occurs more often in schools engaged in self-study than in similar control schools; schools which used outside consultative services registered 26.6 per cent more change than the schools without such help; recommendations were rejected most often because of faculty disagreement with the recommendation; most changes involved course changes, service changes, or activity changes; 83 per cent of the staffs' reacted positively to the self-study; the method of the self-study did not relate to the staff's openness to curriculum change; and the self-study did not make teachers more open to curriculum change.

V. A SUMMARY OF THE REVIEW OF THE LITERATURE

The emphasis concerning self-evaluation as a major component of secondary school evaluation began in the late 1930s with a pilot study involving several school districts. However, the publication of the Evaluative Criteria, 1940 Edition, marked the era of widespread usage of self-study and this practice has continued to the present time. The Evaluative Criteria, developed by the Cooperative Study of Secondary School Standards, has served as an evaluation guide for a multitude of schools since 1940 and has undergone two revisions.

Although school self-evaluation was particularly emphasized in the Criteria, most of the available research has been directed toward the utilization of the Criteria rather than toward the results obtained through self-study.

The available literature was divided into categories according to its emphasis on values and purposes, its emphasis on the use of the Evaluative Criteria, its emphasis on accreditation, or its emphasis on outcomes.

The majority of the writers viewed self-study as an excellent means of providing continuous improvement in the programs of the secondary schools. The purposes and values of self-study were discussed in terms of staff stimulation, staff morale, democratic attitudes, improved curricula, accreditation, and increased knowledge of the total program.

Several writers, however, expressed the opinion that negative reactions may occur toward evaluation. It was stressed that lack of faculty enthusiasm, failure to accept the values of evaluation, and suspicion of the purpose of the visiting committee can present a barrier and thwart the purposes of the evaluative process.

The studies and reports which sought to determine the effectiveness of the *Evaluative Criteria* were conducted by organizations such as The National Association of Secondary-School Principals and the Southern Association of Colleges and Secondary Schools as well as several doctoral students and individual school systems. Generally, the studies and reports praised the *Evaluative Criteria* as evaluative instruments and commented extensively concerning improvements resulting from their usage. Improvements resulting from the self-study phase of evaluation were usually implied even if not outlined in detail.

Utilization of the *Criteria* was credited with: providing a stimulus for faculty improvement; stimulating improvement in programs of study, library services, and guidance services; fostering a better understanding of the total program; helping to improve teaching performance; and helping to initiate the acquisition of additional physical facilities. It was generally agreed that some improvement resulted in all schools after using the *Criteria*. However, not all teachers took this point of view.

Generally the studies indicated that: staff attitude was more favorable toward evaluation after completion than prior to evaluation; 60 per cent or more of the faculties thought significant improvements resulted from evaluation; teachers considered the self-study to be the most valuable part of total evaluation; educational programs should be appraised at stated intervals by means of evaluation; and the recommendations of the visiting committees had a high degree of validity.

Some of the major weaknesses of evaluations were identified as short visits by the outside committees, inadequate follow-up processes, and inadequate training of visiting committee members.

State and regional accreditation standards provided the stimulus for initiating improvement programs in many school districts. The utilization of self-evaluation provided the format for most of these formal improvement ventures. Many of the resulting improvements were similar in nature to those previously reported. However, such areas of improvement as a feeling of partnership by the staff, the orientation of new teachers, the development of an understanding of the total budget picture, and improved classroom practices were particularly stressed.

The studies which emphasized outcomes from evaluation took the position that the follow-up program ultimately determined the success of the total evaluation. The outcomes were primarily reported in terms of professional attitudes, faculty openness to change, community understanding, implementation of recommendations, reasons for non-completion of recommendations, curriculum changes, and the most effective programs of evaluation.

Conflicting evidence appeared concerning the influence of self-evaluation on professional attitudes. Several studies reported marked improvement in staff attitudes as a result of evaluation while others reported that attitudes were not affected or tended to become less favorable.

The studies which attempted to measure faculty openness to change presented evidence that self-evaluation had no measurable affect on the faculty's willingness to change.

Additional evidence from the studies showed that: favorable action occurred on the majority of the visiting committee's recommendations; non-completion of recommendations usually resulted from faculty disagreement or inadequate funds; self-studies usually improved the community's understanding of the school; curriculum change occurred at a greater rate in schools engaged in self-appraisal than in schools not engaged in self-appraisal; and the most effective evaluations were those which involved a planned follow-up program directed by the principal.

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CHAPTER III

ANALYSIS OF THE DATA

A survey was conducted in order to determine the degree of educational improvements resulting from school self-evaluations. The principals of 189 secondary schools, which conducted self-evaluations during the five-year period of 1964 through 1968, were asked to respond to seventy-five questions on a three-part questionnaire. One hundred fifty-eight questionnaires were returned of which 131 were considered to be valid.

The responses were grouped according to the year of evaluation and proportions were determined for the responses to each question. A "Master Chart of Mean Degrees of Improvement" was also constructed in which the responses were ranked according to the mean of the degrees of improvement. In computing the means, "No Improvement" was assigned a value of 1, "Very Little Improvement" was assigned a value of 2, "Some Improvement" was assigned a value of 3, "Considerable Improvement" was assigned a value of 4, and "Great Improvement" was assigned a value of 5.

The chapter is divided into four sections: (1) Analysis of Background Information, (2) Analysis of General Information, (3) Analysis of Specific Information, and (4) Mean Degrees of Improvement.

I. ANALYSIS OF BACKGROUND INFORMATION

Responses to background questions were elicited in order to provide points of reference for the study and to establish the usability of each questionnaire. The respondents were asked to indicate "yes" or "no" to eight such questions.

Question 1: Did You Hold a Professional Position at This School at the Time the School Began Its Self-Evaluation?

A total of 131 respondents, or 100 per cent answered positively to this question. Those questionnaires in which the principal answered "no" to the above question were not included in the analysis of data.

Question 2: Were You the Principal at This School When the School Began Its Self-Study?

Ninety-one principals, or 69.5 per cent, held the principalship in the school at the time the evaluation began. The 30.5 per cent who assumed the principalship after the evaluation began, however, were employed at the school in a professional capacity at the time the evaluation was initiated. Of those not holding the principalship at the time the evaluation began, ten were from Group I, twelve were from Group II, twelve were from Group III, five were from Group IV, and one was from Group I. The data indicate a trend toward an increased number of changes in principalships as the time span correspondingly increases.

Question 3: Was the 1960 Edition of "Evaluative Criteria" Used as a Guide for the Evaluation?

The 1960 edition of the Evaluative Criteria was used by 97.7 per cent of those responding. Only three principals gave a negative reply to this question. It is evident that the 1960 edition of the Evaluative Criteria is the most often used guide for total evaluation by secondary schools.

Question 4: Was the Self-Evaluation Conducted in Order to Gain Initial Entrance Into an Accrediting Association or Agency?

A full one-third of the principals reported that the evaluation was conducted in order for the school to gain entrance into an accrediting association or agency. Eighty-seven, or 66.4 per cent, reported that initial entrance was not the reason for conducting the evaluation.

Question 5: If the Answer to Number 4 Was No, Was the Self-Study Conducted in Order to Maintain Membership in an Accrediting Association or Agency?

There were seventy-six principals who replied that the self-study resulted from a desire to maintain membership in an accrediting association or agency. This response was equal to 58 per cent of the total. The difference between the 42 per cent negative answers to Question 5 and the 33.6 per cent positive answers to Question 4 suggested that several schools were prompted to conduct evaluations for reasons other than accreditation.

Question 6: Were Lay Citizens Used on the School's Self-Evaluation Committees?

No clear trend was revealed concerning the usage of lay citizens in helping to evaluate the schools. Of those responding, seventy-two, or 55 per cent, answered that lay citizens were utilized. However, fifty-nine, or 45 per cent reported that lay citizens were not included on the evaluation committees.

Question 7: Did the School Also Use a Visiting Committee to Make Recommendations for Improvement?

The results indicated a strong tendency on the part of the responding schools to follow the suggestions concerning the use of visiting committees as outlined in the Evaluative Criteria. Of those replying, 97.7 per cent used a visiting committee as an aid in total evaluation.

Question 8: Was a Positive Post-Evaluation Plan Developed for Implementing Recommendations?

The principals clearly indicated the development of a post-evaluation plan for implementing recommendations. The results from the questionnaires showed 116 "yes" answers, or 88.5 per cent, and 15, or 11.5 per cent, "no" answers.

II. ANALYSIS OF GENERAL INFORMATION

The general information section of the survey instrument consisted of eight questions which were designed to elicit opinions concerning the general worth of self-study. The principals were asked to reply to the questions by placing the letter "x" beside the appropriate "yes" or "no" answer.

Question 1: Were Any Improvements Made in the School's General Educational Program as a Result of the Visiting Committee's Written Recommendations?

Most of the principals agreed that the school's educational program was improved as a result of the visiting committee's recommendations. Of those answering the question, 122, or 93.1 per cent, marked it "yes" and only 9, or 6.9 per cent, marked it "no."

Question 2: Did Any Improvements Result from Class Visitation by Visiting Committee Members?

It is indicated that 107 principals, or 81.7 per cent, believe that class visitation by the visiting committee results in some improvements. However, the table also revealed that twenty-four principals, or 18.3 per cent, felt that no improvements resulted from class visitation by visiting committee members.

Question 3: Was the Value of the Self-Study Worth the Time and Effort Expended by the Staff?

According to 120 of the principals included in the survey, the value received from the self-study was worth the time and effort expended by the staff. This number represents 91.6 per cent of the replies. Only eleven, or 8.4 per cent, of the principals viewed the value of the self-study as being not worth the time and effort expended.

Question 4: Was the Value of the Self-Study Worth the Financial Expense Incurred by the District?

A slightly higher per cent of the principals felt that the value of the self-study was worth the funds expended than felt that the value was worth the time and effort expended by the staff. The responses contained information which revealed that 123 principals, or 93.9 per cent, gave a positive answer to the question. Only eight principals, or 6.1 per cent, thought that the self-study was not worth the financial expense incurred by the district.

Question 5: Were the Staff's Recommendations More Important in Initiating Improvements than Recommendations Made by the Visiting Committee?

The opinions of the principals were more sharply divided on this question than on most of those presented thus far. Eighty-seven principals indicated that the school staff's recommendations were more important in instigating improvements than were the recommendations made by the visiting committees. A total of forty-four principals answered that the staff's recommendations were not more important than those of the visiting committee. The positive replies equaled to 66.4 per cent of the total and the negative replies represented 33.6 per cent.

Question 6: Did the Evaluation Cause Any Improvements in the Quality of Teaching in Your School?

To this question, 110 principals, or 84 per cent, expressed the opinion that the quality of teaching was improved as a result of the evaluation. Twenty-one principals, or 16 per cent, took the negative view. Group I, which reported the results for the year 1967, revealed that 95.2 per cent believed that the evaluation caused improvements in the quality of teaching. The lowest positive response of 72.4 per cent was recorded for Group II.

Question 7: Did the Evaluation Cause Teachers to Become Less Resistant to Change?

Of the responding principals, eighty-eight, or 67.2 per cent, credited the evaluation with causing teachers to become less resistant to change. However, forty-three principals, representing 32.8 per cent of the total, indicated that the evaluation did not cause teachers to become less resistant to change. The percentage distribution by groups and years indicated only a slight fluctuation of opinion between the individual groups.

Question 8: Do You Feel that School Self-Evaluation is a Valid Method for Initiating Improvements in the Overall Program of the School?

As a group, the principals were almost of one accord in expressing the opinion that school self-evaluation is a valid method for initiating improvements in the overall program of the school. A total of 126 principals, or 96.5 per cent, answered "yes" to the question. Only five, or 3.8 per cent, saw self-study as an invalid method for initiating improvements. Both the 1965 group and the 1967 group reacted 100 per cent positively to the questions.

III. ANALYSIS OF SPECIFIC INFORMATION

Section III of the questionnaire contained fifty-nine questions of a specific nature. The questions were designed to provide a basis for determining the degree of improvement in selected areas of the overall school program. The principals included in the study were asked to respond to each question by marking a scale containing six choices: (1) no improvement, (2) very little improvement, (3) some improvement, (4) considerable improvement, (5) great improvement, or (6) not applicable. Each question began with the phrase "AS A RESULT OF THE SCHOOL'S SELF-EVALUATION, WHAT DEGREE OF IMPROVEMENT WAS MADE IN:" and was completed with the individual statements in the following divisions of this section.

Question 1: The Sequence of Course Offerings?

The data revealed no clear majority opinion concerning improvements in the sequence of course offerings as a result of evaluation. However, the following results were evident: twenty principals, or 15.3 per cent, could see no improvement in the sequence of course offerings; thirty-two, or 24.4 per cent, saw very little improvement; fifty-six, or 42.7 per cent, reported some improvement; sixteen, or 12.2 per cent, reported considerable improvement; only one, or .8 per cent, reported great improvement; and six, or 4.6 per cent, viewed the question as not applicable.

Question 2: The Quantity of Course Offerings?

A small majority of the principals, seventy-one, or 54.2 per cent, indicated that some improvement occurred in the quantity of course offerings as a result of self-evaluation. Other responses included: fourteen, or 10.7 per cent, which showed no improvement; twenty-seven, or 20.6 per cent, which showed very little improvement; sixteen, or 12.2 per cent, which showed considerable improvement; one, or .8 per cent, which showed great improvement; and two, or 1.5 per cent, which viewed the question as not applicable to the school.

Question 3: The Use of the Library by Students?

The following opinions were given by the participants concerning improvements in the use of the library following self-evaluation: twelve, or 9.2 per cent, expressed no improvement; twenty-five, or 19.1 per cent, expressed very little improvement; forty-nine, or 37.4 per cent, reported some improvement; forty-two, or 32 per cent, expressed considerable improvement; two, or 1.5 per cent, expressed great improvement; and one, or .8 per cent, felt the question to be not applicable.

Question 4: The Quantity of Library Materials Available?

According to the results of the study, ten respondents reported no improvement in the quantity of library materials as a result of self-evaluation. Seventeen reported very little improvement, forty-three saw some improvement, fifty-one reported considerable improvement, and ten reported great improvement. Although no majority emerged in an individual category, the combined per cents of some improvement, considerable improvement, and great improvement equaled to 79.4 per cent of the total.

Question 5: The Number of Guidance Services Available?

A considerable difference of opinions was recorded concerning improvements to the number of guidance services. Fourteen principals, or 10.7 per cent, indicated no improvement; twenty-six, or 19.8 per cent, indicated very little improvement; fifty, or 38.1 per cent, indicated some improvement; thirty-one, or 23.7 per cent, indicated considerable improvement; nine, or 6.9 per cent, indicated great improvement; and one, or .8 per cent, answered not applicable.

Question 6: The Freedom of Students to Select Their Own Courses?

The data revealed the following information: thirty-one principals, representing 23.7 per cent of the valid replies, indicated that the self-study caused no improvement concerning the freedom of students to select their own courses; twenty-nine, or 22.1 per cent, indicated very little improvement; forty-five, or 34.4 per cent, indicated some improvement; nineteen, or 14.5 per cent, indicated considerable improvement; and two, or 1.5 per cent, indicated great improvement. Five principals reported that the question was not applicable to the school.

Question 7: The Scheduling of Students into Courses Which Are Appropriate for Their Achievement Levels?

The impact of self-study regarding the scheduling of students according to achievement levels received rather divirse opinions. No improvement accounted for 16 per cent of the answers. Also, 16 per cent, or twenty-one principals, felt that very little improvement occurred. Some improvement was reported by 42 per cent, considerable improvement was reported by 27.2 per cent, and great improvement was reported by 2.3 per cent. Two principals, or 1.5 per cent, thought the question to be not applicable to the school.

Question 8: The Quality of Individualized Instruction?

A simple majority of the respondents agreed that some improvement occurred in the quality of individualized instruction as a result of self-evaluation. Seventy, or 53.4 per cent, viewed this as correct. No improvement was marked by fourteen, or 10.7 per cent, very little improvement was marked by sixteen, or 12.2 per cent: considerable improvement was marked by twenty-seven, or 20.6 per cent, and great improvement was marked by three, or 2.3 per cent. One respondent considered the question not applicable.

Question 9: The Development of Special Programs for Low Achievers?

To this question seventeen principals, representing 13 per cent of the total, answered that no improvement was evident. Twenty-eight principals, representing 21.4 per cent, answered that very little improvement was evident. Some improvement was viewed by forty-three, or 32.8 per cent; considerable improvement was viewed by thirty-two, or 24.4 per cent; and great improvement was viewed by seven, or 5.3 per cent. Four principals considered the question to be not applicable.

Question 10: The Opportunity for Students to Help in Curriculum Development?

According to thirty-three of the responding principals, there was no improvement in the opportunity for students to help in curriculum development as a result of self-evaluation. Forty-five stated that very little improvement resulted, forty-three answered that there was some improvement, five replied that considerable improvement resulted, and two said that there was great improvement. A total of three answered that the question was not applicable. The respective per cents were 25.2, 34.4, 32.8, 3.8, 1.5, and 2.3.

Question 11: The Analysis of Reasons for Student Failures?

Some improvement was credited as having occurred in the analysis of reasons for student failures following self-study as revealed by 50.4 per cent of the returned questionnaires. No improvement was reported by 13.7 per cent of the respondents and very little improvement was reported by 20.6 per cent. Other replies included 13 per cent which reported considerable improvement, 1.5 per cent which reported great improvement, and 0.8 which reported not applicable.

Question 12: The Development of Courses for Academically Talented Students?

No majority opinion was evident from the data concerning the development of courses for academically talented students. The compilations showed that fifty-seven replies, or 43.5 per cent, were marked "some improvement." The second largest number, thirty-one, or 23.7 per cent, were marked "considerable improvement." Other replies included twenty-four, or 18.3 per cent, which revealed no improvement; fourteen, or 10.7 per cent, which revealed very little improvement; four, or 3 per cent, which revealed great improvement; and one, or 0.8 per cent, which considered the question not applicable.

Question 13: The Quality of Planned Activities Which Encourage Students to Engage in Critical Thinking?

A review of the information disclosed a variation of answers concerning activities which encourage students to engage in critical thinking. Twenty members of the population viewed the self-evaluation as affecting no improvement, twenty-four members reported very little improvement, fifty-seven members saw some improvement, twenty members recorded considerable improvement, and four members reported great improvement.

Question 14: The Quality of Homeroom Programs?

According to a majority of the principals, self-evaluation had little or no impact upon the quality of homeroom programs. Of those answering, thirty-two, or 24.4 per cent, stated that no improvement occurred as a result of self-study. Thirty-eight, or 29 per cent, divulged that very little improvement resulted; twenty-nine, or 22.2 per cent, replied that some improvement was recognized; thirteen, or 9.9 per cent, said that considerable improvement resulted; and two, or 1.5 per cent, recorded great improvement. Homeroom programs were not applicable at 13 per cent of the schools.

Question 15: The Quality of Follow-up Studies of Dropouts?

As a result of self-evaluation, 32.1 per cent of the schools showed some improvement in the quality of follow-up studies of dropouts. Also, 23.7 per cent registered considerable improvement and 3.8 per cent affirmed great improvement. In addition, 13.7 per cent answered that no improvement occurred in the follow-up studies of dropouts, 24.4 per cent listed very little improvement, and 2.3 per cent said that the question was not applicable to the school.

Question 16: The Quality of Follow-up Studies of Graduates?

The largest number of respondents, forty-one, indicated that considerable improvement was evidenced in the quality of follow-up studies of graduates as a result of evaluation. However, a combined majority viewed improvement with somewhat less enthusiasm, there were fifteen replies indicating no improvement, twenty-six replies indicating very little improvement, and thirty-seven replies indicating some improvement. There were also four replies which stated great improvement. Eight returns were marked "not applicable."

Question 17: The Use of Audio-Visual Aids?

It was clearly divulged by the data that self-study provided impetus for improvement in the use of audio-visual aids. Only four principals reported no improvement. Also, only fifteen, or 11.5 per cent, reported very little improvement. The remainder of the answers were reported in the following categories: fifty-three, or 40.4 per cent, stated some improvement; forty-eight, or 36.6 per cent, stated considerable improvement; and eleven, or 8.3 per cent, stated great improvement. The combined total for some improvement, considerable improvement, and great improvement equaled to 85.4 per cent.

Question 18: The Quantity of Audio-Visual Aids?

The principals as a group took a position regarding improvement in the quantity of audio-visual aids much like the position taken regarding the use of audio-visual aids. There were fifty replies, or 38.2 per cent, which agreed that some improvement occurred in the quantity of audio-visual aids; forty-seven replies, or 35.9 per cent, agreed that considerable improvement had occurred; and ten replies, or 7.6 per cent, agreed that great improvement had occurred. Taking a different view, ten, or 7.6 per cent, of the respondents said that no improvement occurred as a result of self-evaluation and fourteen, or 10.7 per cent, recorded the opinion that very little improvement had occurred.

Question 19: The Number of Credits Required for Graduation?

As divulged by the data, self-study exerted comparatively little impact concerning improvement in the number of credits required for graduation. Of the returned questionnaires, sixty-five, representing 49.6 per cent, indicated no improvement; fifteen, representing 11.5 per cent, indicated that the question was not applicable. Of the remainder of the replies, eighteen, representing 13.7 per cent, indicated some improvement; sixteen, representing 12.2 per cent, indicated considerable improvement; and only two, representing 1.5 per cent, disclosed great improvement.

Question 20: The Utilization of Community Resource People?

In answer to this question, sixty-six, or 50.3 per cent of the principals, replied that some improvement resulted from self-evaluation. Voicing even stronger response, twenty-one, or 16.1 per cent, stated that considerable improvement resulted and five, or 3.8 per cent, stated that great improvement had occurred. In other replies, twelve, or 9.2 per cent, saw no improvement and twenty-seven, or 20.6 per cent, saw very little improvement.

Question 21: The Uniformity of Marking and Grading by Teachers?

The 131 principals were asked to determine the degree of improvement in the uniformity of marking and grading by teachers as a result of self-evaluation. In answer, fifty-two recorded some improvement, thirteen recorded considerable improvement, and two, great improvement. The total responding in the categories of "some improvement,""considerable improvement," and "great improvement" equaled sixty-seven, or 51.1 per cent. However, twenty-nine stated that there was no improvement and thirty-two answered that there was very little improvement. Answers in these two categories equaled sixty-one, or 46.6 per cent of the total. Three principals affirmed that the question was not applicable.

Question 22: The Number of Planned Activities Which Permit Students and Faculty to Work Together Informally?

It was evident from the responses of principals that self-study did not effect large scale improvements concerning planned activities permitting students and faculty to work together informally. Only eleven viewed the improvement as being considerable and only one replied that great improvement resulted. However, there were twenty-three, representing 17.5 per cent of the total, which took a negative view of improvement and forty-four, representing 33.6 per cent, which took the position that very little improvement resulted. There were fifty replies, representing 38.2 per cent, which indicated that the respondents viewed some improvement as having occurred.

Question 23: The Amount of School Time Allotted for Curriculum Study?

Improvement in the amount of school time allotted for curriculum study was revealed through an analysis of the total responses. The following results were recorded: twenty-six, or 19.9 per cent, saw no improvement; thirty-two, or 24.4 per cent, saw very little improvement; forty-three, or 32.8 per cent, viewed some improvement; twenty-seven, or 20.6 per cent, viewed considerable improvement, and two, or 1.5 per cent, saw great improvement. One respondent viewed the question as not applicable. The final results indicated that 54.9 per cent of the answers ranged from "some improvement" to "great improvement" while 44.3 per cent of the answers ranged from "no improvement" to "very little improvement."

Question 24: The Number of Health Services Provided?

Some improvement in the number of health services provided was reported by fifty principals. Also, considerable improvement was reported by twenty principals. The per cents equaled 38.1 and 15.3 respectively. Taking another view, twenty-nine principals reported no improvement and thirty-one principals answered that very little improvement was evident. The per cents were 22.1 and 23.7 respectively concerning these views. No respondents reported great improvement to the question.

Question 25: The Size of Academic Classes?

A fraction more than one-third, forty-four principals, divulged that some improvement in the size of academic classes resulted from self-study. A lesser number, twenty-two, stated that considerable improvement resulted. There were two replies which viewed great improvement as being applicable. The respondents credited evaluation with stimulating no improvement in thirteen cases representing 10 per cent of the total number, and with very little improvement in twenty-one cases, representing 20.6 per cent of the total number.

Question 26: The Promotion of Activities Which Stress Good Citizenship?

Self-evaluation was credited with stimulating some improvement in the promotion of activities which stress good citizenship by almost one-half of the respondents. Sixty-five, or 49.6 per cent, answered thusly. In addition, twenty-four, or 18.3 per cent, answered that considerable improvement resulted. There were two replies which viewed great improvement as being applicable. The respondents credited evaluation with stimulating no improvement in thirteen cases representing 10 per cent of the total number, and with very little improvement in twenty-one cases, representing 20.6 per cent of the total number.

Question 27: The Quality of Cafeteria Services?

According to a majority of the principals, self-study had little or no affect on the quality of cafeteria services. Thirty-nine, or 29.8 per cent, answered that no improvement was evident and thirty-two, or 24.4 per cent, answered that very little improvement was evident. However, forty-one, or 31.3 per cent, answered that some improvement resulted and fourteen, or 10.7 per cent, replied that considerable improvement was evident. Great improvement best described the change according to three principals.

Question 28: The Quality of Custodial Services?

To the above question, the information suggested that very little or no improvement resulted in a majority of the schools surveyed. Specifically, thirty-eight secondary administrators, or 29 per cent, reported that no improvement occurred in the quality of custodial services as a result of evaluation. Also, forty-one, or 31.3 per cent, reported that very little improvement occurred. There were thirty-six replies which indicated some improvement and fifteen replies which indicated considerable improvement. The former number represented 27.5 per cent of the total and the latter number represented 11.4 per cent. One administrator stated that great improvement was evident.

Question 29: The Quality of Educational Field Trips for Students?

More than 50 per cent of the secondary principals concurred that the quality of educational field trips for students remained unchanged or showed very little improvement as a result of school self-evaluation. Also, the following account was given: thirty-six, or 27.5 per cent, of the participating principals specified no improvement; thirty-four, or 25.9 per cent, specified very little improvement; forty-seven, or 35.9 per cent, indicated some improvement; twelve, or 9.2 per cent, indicated considerable improvement; and two, or 1.5 per cent, specified great improvement.

Question 30: The Quality of the Student Activities Program?

It was evident from the data that a simple majority of the secondary administrators considered at least some desirable changes to have occurred to the student activities program following evaluation. There were sixty-three principals, representing 48.1 per cent of the total, that stipulated some improvement. Also, there were nineteen, or 14.5 per cent, that stipulated considerable improvement. Only two, or 1.5 per cent, specified great improvement. Expressing a different view, fifteen, or 11.5 per cent, indicated no improvement and thirty-two, or 24.4 per cent, indicated very little improvement.

Question 31: The Quality of the Faculty In-Service Program?

A three-fourths majority of the principals indicated some improvement or above on the continuum. The degrees of improvement were reported in the following manner: sixty-two, or 47.3 per cent, specified some improvement; thirty-five, or 26.7 per cent, specified considerable improvement; and six, or 4.6 per cent, specified great improvement. To a lesser degree, twenty, or 15.3 per cent, indicated very little improvement and only eight, or 6.1 per cent observed no improvement.

Question 32: The Methods of Reporting to Parents?

According to a simple majority of the administrators included in the survey, the methods of reporting to parents were not appreciably changed because of the evaluation experience. To the question, thirty-seven, representing 28.2 per cent, replied that no improvement occurred. Differing only slightly, thirty-five, representing 26.7 per cent, replied that very little improvement occurred. Self-study was credited with stimulating some improvement by thirty-eight administrators, or 29 per cent, and considerable improvement by twenty respondents, or 15.3 per cent. One principal stated that great improvement was evident.

Question 33: The Collection of Professional Books for the Faculty?

The data revealed that "some" to "considerable" improvement in the collection of professional books for the faculty was evident in over 50 per cent of the cases as a result of school self-study. Specifically, forty-four principals, representing 33.6 per cent, confirmed that some improvement resulted. Considerable improvement was evident in thirty cases, representing 22.9 per cent. The opinion was also expressed that great improvement was evident in four cases. Very little improvement was evident according to thirty-seven administrators, representing 28.2 per cent and no improvement resulted according to sixteen respondents, or 12.2 per cent.

Question 34: The Number of Visits Made by Teachers to Other Schools?

Less than one-half of the participating principals reported that self-study contributed beyond very little improvement to the number of visits made by teachers to other schools. On the contrary, thirty-eight, or 29 per cent, reported no improvement and forty-two, or 32.1 per cent, reported very little improvement. There were thirty-three indications, or 25.2 per cent, of some improvement and fifteen replies, or 11.4 per cent, which indicated considerable improvement. A total of three responses considered improvement to be great.

Question 35: The Quality of Faculty Meetings?

In response to the question of improved quality of faculty meetings, the principals gave the following account: twenty, or 15.3 per cent, said that no improvement resulted; twenty-nine, or 22.1 per cent, said that very little improvement resulted: the largest number, fifty-eight, or 44.3 per cent, stated that some improvement occurred; nineteen, or 14.5 per cent, expressed the opinion that considerable improvement was evident: and three, or 2.3 per cent, stated that great improvement occurred. The choice of "not applicable" was exercised by two principals. The evidence suggested that a full one-third of the secondary administrators felt that self-study was of little value in stimulating improvement in the quality of faculty meetings.

Question 36: The Method for Distribution of Supplies and Equipment?

More than one-half of the principals viewed self-study as being ineffective or almost ineffective concerning improvement in the method for distribution of supplies and equipment. According to the replies received, thirty respondents felt that no improvement was evident, forty-one felt that very little improvement occurred, forty-four viewed some improvement, only eleven expressed considerable improvement, and five confirmed great improvement.

Question 37: The Amount of School Time Allotted for Planning by the Faculty?

Concerning improvement in the amount of school time allotted for planning by the faculty, the participating principals recorded the following responses: thirty-two, or 24.4 per cent, concluded that no improvement resulted; thirty-seven, or 28.2 per cent, agreed that very little improvement was evident; thirty-nine, or 29.8 per cent, revealed some improvement; and sixteen, or 12.2 per cent, expressed considerable improvement; and six, or 4.6 per cent, stated great improvement. One respondent viewed the question as not applicable.

Question 38: The Number of Teachers Who Try New Teaching Procedures?

The data confirmed that the majority of the participating principals considered self-study to be responsible for stimulating at least some improvement in the number of teachers who try new teaching procedures. Only nine principals, or 6.9 per cent, indicated that no improvement occurred, and only eighteen, or 13.7 per cent, indicated very little improvement. Conversely, sixty-eight, representing 51.9 per cent, divulged some improvement and thirty-four, representing 26 per cent, expressed considerable improvement. There were two replies which specified great improvement.

Question 39: The Opportunities for Faculty Members to Exhibit Leadership?

Although the responses to the question regarding the opportunities for faculty members to exhibit leadership ranged from "no improvement" to "great improvement," a large majority, 79.4 per cent, were located on the continuum at the points ranked "some improvement" and "considerable improvement." The specific distribution of responses included 6.1 per cent which stated no improvement, 12.2 per cent which stated very little improvement, 52.7 per cent which specified some improvement, 26.7 per cent which listed considerable improvement, and 2.3 per cent which specified great improvement.

Question 40: The Amount of Cooperative Planning by Faculty Members?

The replies concerning the amount of cooperative planning by faculty members tended to cluster near the center of the continuum. This is illustrated by the fact that sixty-nine replies, or 52.7 per cent, revealed some improvement and thirty-seven replies, or 28.2 per cent, revealed considerable improvement. Only eight replies, or 6.1 per cent, noted no improvement and only fourteen replies, or 10.7 per cent, noted very little improvement. Accounting for the remainder of the questionnaires were three replies which specified great improvement.

Question 41: The Opportunities for the Faculty to Suggest Curriculum Changes?

According to the responses of sixty-one, or 46.6 per cent of the principals, self-study helped to initiate some improvement in the opportunities for the faculty to suggest curriculum changes. An additional forty-three principals, or 32.8 per cent, concluded that considerable improvement resulted from self-study. Still an additional six replies, or 4.6 per cent, stipulated great improvement. Only seven administrators, or 5.3 per cent, specified no improvement. Fourteen members of the population expressed the opinion that very little improvement resulted.

Question 42: The Faculty-Administration Professional Relationships?

With reference to this question, sixty-three, or 48.1 per cent, of the principals confirmed that some improvement in the faculty-administration professional relationships occurred as a result of self-evaluation. From the next highest rank, thirty-seven, or 28.2 per cent, stated that considerable improvement resulted. Great improvement was cited by three, or 2.3 per cent, of the principals. The view that no improvement occurred was taken by nine administrators and nineteen, representing 14.5 per cent of the total, took the view that very little improvement resulted.

Question 43: The Ability of the Faculty to Recognize the Strengths and Weaknesses in the School Programs?

It was clearly evident that the secondary school administrators favored replies which indicated degrees of improvement above the rank of "very little improvement." Of those responding, ten, or 7.6 per cent, specified great improvement in the ability of the faculty to recognize the strengths and weaknesses in the school program. There were forty-eight replies, representing 36.7 per cent of the total, which indicated some improvement. Only four principals took the view that no improvement occurred and only ten principals, or 7.6 per cent, stated that very little improvement was evident.

Question 44: The Equity of Extra-Class Duties Assigned to Teachers?

The responses were rather evenly distributed among the first four ranks of improvement in the question concerning the equity of extra-class duties assigned to teachers. In answer to the question, thirty-five principals, or 26.7 per cent, agreed that no improvement was evident as a result of self-study. In a similar response, thirty-three administrators answered that very little improvement resulted. A slightly larger number, forty, or 30.5 per cent, answered that some improvement was recognized and twenty, representing 15.3 per cent, concurred that considerable improvement resulted. Only two principals cited great improvement and one viewed the question as not applicable.

Question 45: The Quantity of Consultant Services Provided for the Faculty?

The range of answers to this question was also comparatively evenly dispersed within the first four ranks. To the question involving the quantity of consultant services, twenty-nine replied that no improvement resulted. Also, twenty-five stated that very little improvement occurred. The per cents were 22.1 and 19.1 respectively. Some improvement was reported in forty-two cases, representing 32.1 per cent. Almost one-fourth of the respondents, or 24.4 per cent, answered that considerable improvement resulted from school evaluation. There were two replies which cited great improvement and one reply which stated that the question was not applicable.

Question 46: The Opportunities for Teachers to Attend Professional Meetings?

According to fifty-three principals included in the survey, school self-study helped to initiate some improvement in the opportunities for teachers to attend professional meetings. This number represented 40.5 per cent of the respondents. It was also revealed that thirty-three principals, or 25.2 per cent, agreed that considerable improvement occurred. From the total, five respondents reported great improvement. Taking a different view, nineteen, or 14.5 per cent, indicated no improvement in the opportunities for teachers to attend professional meetings. In addition, twenty-one administrators, or 16 per cent, concurred that very little improvement was evident.

Question 47: The Teacher's Understanding of the Philosophy and Objectives of the School?

The participating principals were definite in reporting improvement in the teacher's understanding of the philosophy and objectives of the school. This was true in 89.3 per cent of the cases above the rank of very little improvement. Specifically, eleven principals, or 8.4 per cent, reported great improvement; sixty-two, or 47.3 per cent, reported considerable improvement; and forty-four, or 33.6 per cent, reported some improvement. Only seven principals, or 5.4 per cent, took the view that no improvement resulted. An identical number reported that very little improvement occurred.

Question 48: The Interest of Teachers in the Overall School Program?

The results of the survey regarding the interest of teachers in the overall school program revealed that fifty-seven principals reported some improvement, forty-seven reported considerable improvement, and six reported great improvement. The per cents were 43.5, 35.9, and 4.6 respectively. Only six principals, or 4.6 per cent, answered that no improvement was evident. Of the respondents, fifteen, representing 11.4 per cent, agreed that very little improvement resulted.

Question 49: The Interest of Teachers in Professional Organizations?

The trend of responses with reference to the interest of teachers in professional organizations took rather indefinite form. The largest response, fifty-five, or 42 per cent, cited some improvement. However, thirty-five responses, or 26.7 per cent, indicated very little improvement. There were twenty-four responses, representing 18.3 per cent, which divulged considerable improvement and two responses which cited great improvement. According to fifteen principals, or 11.5 per cent, there was no improvement in the interest of teachers in professional organizations as a result of evaluation.

Question 50: The Number of Advanced College Courses Taken by the Faculty?

There was no majority agreement among the principals concerning the degree of improvement in the number of advanced college courses taken by the faculty. However, forty-nine respondents, or 37.4 per cent, reported some improvement. In the succeeding rank, thirty respondents, representing 22.9 per cent, reported considerable improvement. An identical number, thirty, indicated that very little improvement resulted. A lesser number, twenty-one, or 16 per cent, revealed that no improvement was evident. Only one respondent cited great improvement.

Question 51: The Teacher's Attitude Toward the Students?

Almost one-half of the participating principals answered that some improvement in the teacher's attitude toward the students was evident as a result of evaluation. Slightly more than one-fourth answered that considerable improvement had resulted. Specifically, the former statement included sixty-two replies, or 47.3 per cent, and the latter statement included thirty-four replies, or 26 per cent. No improvement accounted for fourteen replies, or 10.7 per cent, and very little improvement accounted for twenty-one answers, or 16 per cent. There were no answers which indicated great improvement or not applicable.

Question 52: The Teachers' Attitude Toward The Community?

In responding to the question of improvement of the teachers' attitude toward the community, fifty-five administrators, or 42 per cent, cited some improvement; twenty-five, or 19.1 per cent, cited considerable improvement; and three, or 2.3 per cent, indicated great improvement. A small minority of eighteen, representing 13.7 per cent, took the view that no improvement occurred and a larger number, thirty, or 22.9 per cent, expressed the view that very little improvement resulted.

Question 53: The Teachers' Attitude Toward Teaching?

A three-fourths majority of the respondents reported improvement in the teachers' attitude toward teaching at or above the rank of some improvement. According to the data, sixty-six principals, or 50.4 per cent, reported some improvement; thirty principals, or 22.9 per cent, reported considerable improvement; and four principals, or 3.1 per cent, cited great improvement. Only ten administrators, or

7.6 per cent, divulged that no improvement occurred as a result of evaluation and a total of twenty-one administrators, representing 16 per cent of the total, reported that very little improvement resulted.

Question 54: The Teachers' Attitude Toward School Evaluation?

A combined total of 100 principals reported some improvement and considerable improvement in the teachers' attitude toward school evaluation. School self-study was credited with stimulating some improvement by fifty-one principals, or 38.9 per cent, and with stimulating considerable improvement by forty-nine principals, or 37.4 per cent. Great improvement was cited by four respondents. Only nine took the position that no improvement was evident and eighteen, or 13.7 per cent, took the position that very little improvement resulted.

Question 55: The Communications Between the School and the Community?

"Some improvement" was given as the answer by fifty-eight principals concerning the degree of improvement in communications between the school and community which resulted from self-study. This number equaled to 44.3 per cent of the total. An additional twenty-four principals, or 18.3 per cent, answered that considerable improvement resulted and six administrators, or 4.6 per cent, replied that great improvement was evident. However, there were thirty-three replies, or 25.2 per cent, which indicated that very little improvement resulted. Only ten respondents, representing 7.6 per cent, took the position that no improvement was evident.

Question 56: The Number of Repairs to the School Plant?

The data revealed no strong trend of answers regarding the question of repairs to the school plant. The respondents replied in the following manner: twenty-seven, or 20.6 per cent, stated that no improvement resulted; twenty-one, or 16 per cent, indicated very little improvement; forty-two, or 32.1 per cent, cited some improvement; thirty-four, or 26 per cent, revealed considerable improvement; and five, or 3.8 per cent, divulged great improvement. Two principals considered the question to be not applicable.

Question 57: The School's Budget for Supplies and Equipment?

The responding principals credited self-evaluation with initiating some improvement in the school's budget for supplies and equipment in fifty, or 38.2 per cent, of the cases. In addition, thirty-three, or 25.2 per cent, responded that considerable improvement resulted. Great improvement was noted in three cases; however, twenty-two principals, or 16.8 per cent, revealed that no improvement resulted. Also, an identical number and per cent stated that very little improvement was recognized. The question was regarded as not applicable by one respondent.

Question 58: The School's Pupil Accounting Procedures?

Concerning the school's pupil accounting procedures, the largest number of respondents, forty-nine, or 37.4 per cent, reported some improvement. However, the second largest number, thirty-eight, or 29 per cent, reported that no improvement occurred. Very little improvement was indicated by nineteen principals, or 14.5 per cent, and considerable improvement was cited by twenty-one principals, or 16 per cent. Great improvement was revealed by three principals. Only one administrator answered "not applicable." Overall, 55.7 per cent of the respondents reported improvement at or above the rank of "some improvement" while 43.5 per cent reported improvement at or below the rank or "very little improvement."

Question 59: The Morale of the Faculty?

According to the respondents, school self-evaluation stimulated some improvement in the morale of the faculty in sixty-three, or 48.1 per cent, of the cases. An additional thirty-seven principals, representing 28.2 per cent, agreed that considerable improvement resulted. Great improvement was supported by six respondents, or 4.6 per cent. As revealed by thirteen principals, or 9.9 per cent, no improvement in faculty morale occurred as a result of evaluation. There were twelve replies which supported the position that very little improvement resulted.

IV. MEAN DEGREES OF IMPROVEMENT

Mean degrees of improvement were computed in order to provide simplified comparisons of the cumulative responses to the questions in Section III of the survey instrument. The means were ranked numerically from the highest to the lowest on a scale of 5.000 (great improvement) to 1.000 (no improvement). The procedure for computing the mean was described in Chapter III.

According to the information contained in Table LXXVI, page 79, school self-evaluations effected the most improvement in the teachers' understanding of the philosophy and objectives of the school with a mean of 3.481. Improvement in the number of credits required for graduation ranked lowest with a mean of 1.922. The overall mean degree of improvement for all items was 2.756, slightly below the rank of "some improvement."

TABLE LXXVI

MASTER CHART OF MEAN DEGREES
OF IMPROVEMENT

1.	The teachers' understanding of the philosophy and objectives of the school	3.481
2.	The ability of the faculty to recognize the strengths and weaknesses in the school program	3.382
3.	The use of audio-visual aids	3.359
4.	The quantity of library materials available	3.260
5.	The quantity of audio-visual aids	3.252
6.	The interest of teachers in the overall school program	3.244
7.	The opportunities for the faculty to suggest curriculum changes	3.206
8.	The teachers' attitude toward school evaluation	3.160
9.	The amount of cooperative planning by faculty members	3.099
10.	The morale of the faculty	3.084
11.	The quality of the faculty in-service program	3.084
12.	The opportunities for faculty members to exhibit leadership.	3.069
13.	The faculty-administration professional relationships	3.046
14.	The number of teachers who try new teaching procedures	3.015
15.	The teachers' attitude toward teaching	2.977
16.	The use of the library by students	2.977
17.	The number of guidance services available	2.962
18.	The quality of follow-up studies of graduates	2.943
19.	The quality of individualized instruction	2.915
20.	The teachers' attitude toward the students	2.885
21.	The opportunities for teachers to attend professional meetings	2.878

22.	The development of special programs for low achievers	2.874
23.	The communications between the school and the community	2.870
24.	The utilization of community resource people	2.847
25.	The development of courses for academically talented students	2.823
26.	The promotion of activities which stress good citizenship	2.809
27.	The school's budget for supplies and equipment	2.792
28.	The quality of follow-up studies of dropouts	2.789
29.	The scheduling of students into courses which are appropriate for their achievement levels	2.783
30.	The collection of professional books for the faculty	2.763
31.	The quality of planned activities which encourage students to engage in critical thinking	2.762
32.	The number of repairs to the school plant	2.760
33.	The teachers' attitude toward the community	2.733
34.	The interest of teachers in professional organizations	2.718
35.	The quantity of course offerings	2.713
36.	The quality of the student activities program	2.702
37.	The number of advanced college courses taken by the faculty	2.695
38.	The analysis of reasons for student failures	2.677
39.	The quality of faculty meetings	2.659
40.	The quantity of consultant services provided for the faculty	2.638
41.	The amount of school time allotted for curriculum study	2.592
42.	The sequence of course offerings	2.568
43.	The size of academic classes	2.488
44.	The school's pupil accounting procedures	2.477
45.	The number of health services provided	2.469

46.	The freedom of students to select their own courses	2.460
47.	The amount of school time allotted for planning by the faculty	2.438
48.	The uniformity of marking and grading by teachers	2.430
49.	The number of planned activities which permit students and faculty to work together informally	2.403
50.	The equity of extra-class duties assigned to teachers	2.392
51.	The method for distribution of supplies and equipment	2.389
52.	The methods of reporting to parents	2.336
53.	The quantity of educational field trips for students	2.313
54.	The quality of cafeteria services	2.302
55.	The number of visits made by teachers to other schools	2.260
56.	The quality of homeroom program	2.254
57.	The quality of custodial services	2.237
58.	The opportunity for students to help in curriculum development	2.203
59.	The number of credits required for graduation	1.922

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This final chapter contains a summary of the investigation, conclusions based upon the findings, and specific recommendations which appear to be warranted from the study.

I. SUMMARY

General Summary

Self-evaluation as a means of appraising and improving the overall educational program of secondary schools has been emphasized for almost three decades. The majority of the available literature subjectively supported this practice by enumerating a series of specific improvements which accrued during and following evaluation. However, the data from several research studies indicated that school self-study had little or no affect on improvements in selected areas of the schools' educational programs.

The purpose of this study was to determine the degree of improvement which occurred in the overall educational programs of secondary schools as a result of self-evaluation. The study was limited to the responses of principals of the secondary schools in Texas that conducted school self-studies during the five year period of 1964 through 1968. The survey instrument was limited to selected items, based on the Evaluative Criteria, which usually receive attention during the process of self-evaluation.

The data received from the survey were treated collectively, in keeping with the design of the study, and all results were exhibited in comprehensive tables. In further treatment of the data, a master chart was constructed in which the responses were ranked according to the mean degree of improvement.

Summary of the Findings

An analysis of the data revealed the following principal findings:

1. Most of the available literature dealt primarily with the work of the visiting committees and the utilization of the *Evaluative Criteria*.

2. A total of 30.5 per cent of the principals were employed in the school during the entire period of evaluation, but assumed the principalship after the evaluation was initiated.

3. The respondents indicated by a 97.7 per cent majority that the 1960 edition of the *Evaluative Criteria* was used as a guide for self-study.

4. It was found that 33.6 per cent of the responding schools conducted the self-study in order to gain initial entrance into an accrediting association or agency.

5. A simple majority (58 per cent) of the schools in the study conducted an evaluation in order to maintain accreditation.

6. Lay citizens were used on the schools' evaluation committees in 55 per cent of the cases.

7. Visiting committees were utilized to make recommendations for improvement, as a part of total evaluation, in 97.7 per cent of the responding secondary schools.

8. A total of 88.5 per cent of the principals reported that a positive post-evaluation plan was developed for implementing recommendations.

9. Only 6.9 per cent of the respondents disagreed that recommendations made by the visiting committee were responsible for some improvement in the school's educational program.

10. More than 90 per cent of the secondary administrators disclosed that the values derived from self-study were worth both the time and effort expended by the staff and the expense incurred by the district.

11. Of the responding principals, 66.4 per cent replied that the recommendations by the school staff were more important in initiating improvements than were the recommendations by the visiting committee.

12. The replies indicated that teachers became less resistant to change as a result of evaluation in 67.2 per cent of the cases.

13. A total of 126 principals, or 96.5 per cent, felt school self-evaluation to be a valid method for initiating improvements in the overall educational program.

14. The largest mean degree of improvement (3.481) as a result of self-evaluation occurred in the teachers' understanding of the philosophy and objectives of the school.

15. Only 3.1 per cent of the principals included in the survey disclosed that no improvement resulted in the ability of the faculty to recognize the strengths and weaknesses of the school program.

16. A large majority (85.4 per cent) of the principals disclosed that improvement resulted in the use of audio-visual aids at or above

the rank of "some improvement." The mean degree of improvement for the item was 3.359.

17. Improvement in the quantity of library materials as a result of evaluation occurred in 79.4 per cent of the combined cases of "some improvement," "considerable improvement," and "great improvement."

18. "Considerable improvement" was indicated by at least one-third of the replies which involved the quantity of audio-visual aids, the interest of teachers in the overall school program, the opportunities for the faculty to suggest curriculum changes and the teachers' attitude toward school evaluation. These items ranked number 5, 6, 7, and 8 respectively in mean degree of improvement.

19. The mean degree of improvement was 3.000 or above in the areas of cooperative planning by faculty members, faculty morale, the faculty in-service program, opportunities for faculty members to exhibit leadership, faculty-administration professional relationships, and number of teachers who try new teaching procedures.

20. Improvement in library usage at or above the rank of "some improvement" was disclosed by a large majority of the administrators. Only thirty-seven of the total responses noted no improvement or very little improvement.

21. Improvement (a mean of 2.878 or greater) was verified in the quality of follow-up studies of graduates, the quality of individualized instruction, the teachers' attitude toward the students, and the opportunity for teachers to attend professional meetings.

22. A two-thirds majority of the total respondents reported "some," "considerable," or "great" improvement in the communications

between the school and the community, the utilization of community resource people, the development of courses for academically talented students, and the promotion of activities which stress good citizenship.

23. The combined total of "no improvement" and "very little improvement" exceeded 50 per cent in the areas of credits required for graduation, opportunity for students to help in curriculum development, custodial services, homeroom programs, visitation to other schools, quality of field trips, reporting to parents, distribution of supplies and equipment, extra-class duties assigned to teachers, and planned activities which permit students and faculty to work together.

24. The participating principals reached only a 60 per cent majority concensus that improvement occurred at or above the rank of "some improvement" in the areas of faculty meetings, consultant services, time allotted for curriculum study, and sequence of course offerings.

25. As measured by the five-point rating scale which was employed for the survey, the overall mean degree of improvement represented less than the rank of "some improvement." The overall mean equaled 2.756 from a maximum of 5.000. No item included in Section III of the questionnaire had a mean of 3.500 or greater.

26. Self-study was credited with stimulating improvement at the rank of "some improvement" or greater in a small majority of the cases which involved follow-up studies of dropouts, scheduling students into courses at their achievement levels, professional book collections, activities which encourage critical thinking, repairs to the school plant, teachers' attitude toward the community, teacher interest in

professionll organizations, quality of course offerings, student activities program, student failures, and advanced college courses taken by the faculty.

27. A large minority (in excess of 43 per cent) of the secondary administrators marked "no improvement" or "very little improvement" in the areas of class size, pupil accounting procedures, number of health services, freedom of students to select their own courses, time allotted for planning by the faculty, and uniformity of marking and grading.

28. An overall mean of slightly more than twenty principals (15 per cent) reported "no improvement" in the program areas included in the survey and a combined mean of slightly more than forty-five principals (34 per cent) reported "no improvement" and "very little improvement."

II. CONCLUSIONS

As a result of this investigation, the following conclusions were drawn:

1. There is a dearth of available research information which deals specifically with outcomes which result from school self-evaluation.

2. The number of changes in principalships tend to increase substantially over a five-year period and result in an interruption of the total evaluative process.

3. The 1960 edition of the *Evaluative Criteria* was used almost exclusively as the guide for conducting self-evaluations in Texas secondary schools during the period of 1964 through 1968.

4. Accreditation is the major factor in the motivation of

secondary schools to conduct self-studies.

5. Although it is suggested in the *Evaluative Criteria* that lay citizens be represented on self-evaluation committees, this practice was not wide-spread among the schools included in the survey.

6. Most Texas secondary schools follow the established practice of inviting an outside team of evaluators to make post self-evaluation recommendations for improvement.

7. Self-evaluation was considered to be a valid method for initiating improvements in the overall educational program of the secondary schools.

8. Secondary school principals considered self-study to be most effective in helping to improve the teachers' understanding of the philosophy and objectives of the school.

9. Self-evaluation was substantially successful in helping faculties to recognize the strengths and weaknesses in school programs.

10. Improvements which required the purchase of supplies and equipment were positively affected by the evaluation process.

11. The principals tended to credit self-evaluation with initiating improvement at or below the rank of "some improvement." The upper ranks of "considerable improvement" and "great improvement" were not considered to be appropriate responses in most cases.

12. The participants in the study tended to note a greater degree of improvement in the areas which personally involve the teacher, such as attitudes, understanding, and teachi[illegible]rocedures, than in other areas included in the study.

13. Evaluation had less impact in those areas of the school program which require direct administrative decision making and

involvement, such as teacher assignments, school services, and student participation in program planning, than in areas which may involve group decisions.

14. All schools made specific improvements in their educational programs as a result of evaluation, however, it appears that self-study as a means of fostering desirable changes has only fulfilled part of its potential.

15. As a group, principals considered recommendations made by the school staff to be more important initiating educational improvements than were recommendations made by the visiting committee.

16. Although a sizable number of principals indicated that teachers became less resistant to change as a result of evaluation, there was no widespread agreement on this point.

17. Self-evaluation was an effective force in initiating improvements in the use of audio-visual aids.

18. The most often marked response on the degree of improvement continuum was "some improvement" and the least marked response was "great improvement."

19. On the average, self-study was relatively ineffective in promoting desirable changes in the program areas of one-third of the schools.

20. A large majority of the participating principals considered the post-evaluation plans for implementing recommendations to be positively formed.

III. RECOMMENDATIONS

The following recommendations appear to be warranted as a result of the findings of this study:

1. It is recommended that additional research be conducted which deals specifically with outcomes from self-evaluation as opposed to evaluation or recommendations by visiting committees. Much of the current research emphasized only the work of the visiting committees.

2. Inasmuch as secondary schools apparently have a large turnover in principalships (ascertained from the invalidated questionnaires as well as those included in the study), it is suggested that each school, prior to evaluation, select a follow-up committee to serve for a five-year period in order to assure continuity to systematic improvements.

3. The significant number of schools (97.7 per cent) which utilized the Evaluative Criteria attests to its popularity, however, it is recommended that revision of the criteria be considered at five-year intervals instead of ten-year intervals in order that recent trends in school program development may be included in the guide.

4. It is recommended that accrediting associations and agencies continue to require schools to conduct a total evaluation as a prerequisite for initial entrance, but that positive pre-evaluation guidance be given to such schools. Also, it is recommended that annual follow-up progress reports be required for a five-year period following evaluation.

5. Accrediting associations and agencies should also continue to require evaluation periodically in order for schools to maintain membership. However, the interval of time between required evaluations should be reduced to five years. In addition it is suggested that

maintenance of accreditation should require only partial evaluation during a given five-year period. For example, the program of studies could be evaluated during one five-year period and the remainder of the program areas during the following five-year period. This would serve to reduce the burden on the staff and allow for a more thorough evaluation.

6. In keeping with the suggestions outlined in the Evaluative Criteria, schools should be encouraged to make full utilization of lay citizens on self-evaluation committees. Reinforcement of this suggestion could be accomplished through the state education agencies and the regional accrediting associations.

7. Visiting committees have a vital role to play in the evaluative process and the continued use of such committees is recommended. Consideration should also be given to the establishment of a minimum number of days for visitation by the committees. It is strongly urged that a five-member subcommittee be appointed by the chairman of the visiting committee for the purpose of evaluating the school's progress after self-study. The subcommittee would return after a one-year period, perform its progress evaluation, and send a written report to the accrediting associations and agencies.

8. Although there was a concensus in the literature and concurrence from the findings that positive post-evaluation plans for implementing recommendations are extremely important, it is recommended that future research studies be conducted which deal specifically with the effectiveness of various types of such plans. The studies should also include an analysis of the various methods which may be used for implementing post-evaluation plans.

9. The recommendation is made that future research studies be conducted in which the actual amounts of time and money involved in conducting evaluations are ascertained and compared with outcomes.

10. If, as the findings indicate, the staff's recommendations are more important than the visiting committee's recommendations in initiating improvements, it is strongly suggested that state supported workshops be conducted prior to evaluation for staff members of schools that are contemplating self-study. These workshops should reemphasize the importance of the staff's role and should include techniques for ascertaining needs and making recommendations.

11. Utmost attention should be given to the development of receptive attitudes on the part of school staffs in order to produce an optimum climate for change.

12. It is urged that schools continue to use formal self-evaluation as a means for initiating improvements whether or not accreditation is involved. However, it is further urged that schools seek ways of alleviating the extra burden placed on the staff. This may possibly be accomplished through "released time" and monetary remuneration.

13. In view of the reported impact of evaluation upon improvement in the areas of audio-visual aids and library materials, it is recommended that public schools give consideration to conducting evaluations in these two areas on a system-wide basis at more frequent intervals of time than is now suggested by accrediting agencies.

14. Prior to the school staff's organization into formal committees for self-study, the favorable results of this investigation should be utilized by secondary school administrators to help emphasize the potential benefits which may be derived from evaluation.

15. Although the findings disclosed that varying degrees of improvement resulted in all areas which were investigated, it is strongly suggested that state education agencies, in cooperation with regional accrediting associations, develop meaningful criteria for preparing administrators, consultants, and key staff members in the techniques of coordinating self-evaluations in order that optimum improvements may be realized.

16. It is recommended that boards of education and chief school administrators use the findings of this investigation as a basis for authorizing the expenditure of funds for conducting self-study.

17. It is suggested that the National Study of Secondary School Evaluation develop, and make readily available through the state and regional accrediting agencies, a comprehensive series of audio tapes, filmstrips, film loops, slides, and 16 mm. films which explain the nature, importance, and expected outcomes of evaluation. These aids should be closely correlated with the Evaluative Criteria.

18. Future investigations should be conducted in which the various factors which may cause evaluations to be relatively ineffective are ascertained and analyzed.

19. The fact that principals tended to express definite opinions concerning the degree of improvement in areas directly involving the teacher suggests that organizations which develop criteria for evaluation should include items which help to evaluate general attitudes and general "school climate."

20. The suggestion is made that principals may be able to improve the overall results of evaluation by making a special effort to foster desirable changes in areas where administrative decision making is indicated.

APPENDIX A

A SURVEY OF IMPROVEMENTS RESULTING FROM SCHOOL SELF-EVALUATION STUDIES

School self-evaluation is a requirement for initiating or maintaining accreditation. It is generally assumed that evaluation will help to produce desirable changes in a school's educational program. The purpose of this survey is to determine the degree of such changes.

This questionnaire is designed to elicit your opinion concerning the improvements at your school which may have resulted from the school's self-study.

SECTION I

Background Information--Please answer each question by placing the letter "x" in the space provided at the left of the appropriate response.

1. Did you hold a professional position at this school at the time the school began its self-evaluation?
   ( ) yes ( ) no
2. Were you the principal at this school when the school began its self-study?
   ( ) yes ( ) no
3. Was the 1960 edition of Evaluative Criteria used as a guide for the evaluation?
   ( ) yes ( ) no
4. Was the self-evaluation conducted in order to gain initial entrance into an accrediting association or agency?
   ( ) yes ( ) no
5. If the answer to number 4 was no, was the self-study conducted in order to maintain membership in an accrediting association or agency?
   ( ) yes ( ) no
6. Were lay citizens used on the school's self-evaluation committees?
   ( ) yes ( ) no
7. Did the school also use a visiting committee to make recommendations for improvement?
   ( ) yes ( ) no
8. Was a positive post-evaluation plan developed for implementing recommendations?
   ( ) yes ( ) no

SECTION II

General Information--Please answer each question by placing the letter "x" in the space provided at the left of the appropriate response.

1. Were any improvements made in the school's general educational program as a result of the visiting committee's written recommendations?
   ( ) yes ( ) no
2. Did any improvements result from class visitation by visiting committee members?
   ( ) yes ( ) no
3. Was the value of the self-study worth the time and effort expended by the staff?
   ( ) yes ( ) no
4. Was the value of the self-study worth the financial expense incurred by the district?
   ( ) yes ( ) no
5. Were the staff's recommendations more important in initiating improvements than recommendations made by the visiting committee?
   ( ) yes ( ) no
6. Did the evaluation cause any improvements in the quality of teaching in your school?
   ( ) yes ( ) no
7. Did the evaluation cause teachers to become less resistant to change?
   ( ) yes ( ) no
8. Do you feel that school self-evaluation is a valid method for initiating improvements in the overall program of the school?
   ( ) yes ( ) no

SECTION III

Specific Information--In your opinion, what degree of improvement was made in the following areas as a result of the self-evaluation conducted in your school? The scale below indicates five degrees of improvement. Please draw a circle around the appropriate point on the scale to the right of each item. Encircle NA only if the item could not apply to your school.

No Improvement	Very Little Improvement	Some Improvement	Considerable Improvement	Great Improvement	Not Applicable
1	2	3	4	5	NA

		degree of improvement					
	AS A RESULT OF THE SCHOOL'S SELF-EVALUATION, WHAT DEGREE OF IMPROVEMENT WAS MADE IN:	no	very little	some	considerable	great	
1.	The sequence of course offerings	1	2	3	4	5	NA
2.	The quantity of course offerings	1	2	3	4	5	NA
3.	The use of the library by students	1	2	3	4	5	NA
4.	The quantity of library materials available	1	2	3	4	5	NA
5.	The number of guidance services available	1	2	3	4	5	NA
6.	The freedom of students to select their own courses	1	2	3	4	5	NA
7.	The scheduling of students into courses which are appropriate for their achievement levels	1	2	3	4	5	NA
8.	The quality of individualized instruction	1	2	3	4	5	NA
9.	The development of special programs for low achievers	1	2	3	4	5	NA
10.	The opportunity for students to help in curriculum development	1	2	3	4	5	NA
11.	The analysis of reasons for student failures	1	2	3	4	5	NA
12.	The development of courses for academically talented students	1	2	3	4	5	NA
13.	The quantity of planned activities which encourage students to engage in critical thinking	1	2	3	4	5	NA
14.	The quality of homeroom programs	1	2	3	4	5	NA
15.	The quality of follow-up studies of dropouts	1	2	3	4	5	NA
16.	The quality of follow-up studies of graduates	1	2	3	4	5	NA
17.	The use of audio-visual aids	1	2	3	4	5	NA
18.	The quantity of audio-visual aids	1	2	3	4	5	NA
19.	The number of credits required for graduation	1	2	3	4	5	NA
20.	The utilization of community resource people	1	2	3	4	5	NA
21.	The uniformity of marking and grading by teachers	1	2	3	4	5	NA
22.	The number of planned activities which permit students and faculty to work together informally	1	2	3	4	5	NA
23.	The amount of school time allotted for curriculum study	1	2	3	4	5	NA
24.	The number of health services provided	1	2	3	4	5	NA
25.	The size of academic classes	1	2	3	4	5	NA
26.	The promotion of activities which stress good citizenship	1	2	3	4	5	NA
27.	The quality of cafeteria services	1	2	3	4	5	NA
28.	The quality of custodial services	1	2	3	4	5	NA
29.	The quantity of educational field trips for students	1	2	3	4	5	NA

		degree of improvement					
	AS A RESULT OF THE SCHOOL'S SELF-EVALUATION, WHAT DEGREE OF IMPROVEMENT WAS MADE IN:	no	very little	some	considerable	great	
30.	The quality of the student activities program	1	2	3	4	5	NA
31.	The quality of the faculty in-service program	1	2	3	4	5	NA
32.	The methods of reporting to parents	1	2	3	4	5	NA
33.	The collection of professional books for the faculty	1	2	3	4	5	NA
34.	The number of visits made by teachers to other schools	1	2	3	4	5	NA
35.	The quality of faculty meetings	1	2	3	4	5	NA
36.	The method for distribution of supplies and equipment	1	2	3	4	5	NA
37.	The amount of school time allotted for planning by the faculty	1	2	3	4	5	NA
38.	The number of teachers who try new teaching procedures	1	2	3	4	5	NA
39.	The opportunities for faculty members to exhibit leadership	1	2	3	4	5	NA
40.	The amount of cooperative planning by faculty members	1	2	3	4	5	NA
41.	The opportunities for the faculty to suggest curriculum changes	1	2	3	4	5	NA
42.	The faculty-administration professional relationships	1	2	3	4	5	NA
43.	The ability of the faculty to recognize the strengths and weaknesses in the school program	1	2	3	4	5	NA
44.	The equity of extra-class duties assigned to teachers	1	2	3	4	5	NA
45.	The quantity of consultant services provided for the faculty	1	2	3	4	5	NA
46.	The opportunities for teachers to attend professional meetings	1	2	3	4	5	NA
47.	The teachers' understanding of the philosophy and objectives of the school	1	2	3	4	5	NA
48.	The interest of teachers in the overall school program	1	2	3	4	5	NA
49.	The interest of teachers in professional organizations	1	2	3	4	5	NA
50.	The number of advanced college courses taken by the faculty	1	2	3	4	5	NA
51.	The teachers' attitude toward the students	1	2	3	4	5	NA
52.	The teachers' attitude toward the community	1	2	3	4	5	NA
53.	The teachers' attitude toward teaching	1	2	3	4	5	NA
54.	The teachers' attitude toward school evaluation	1	2	3	4	5	NA
55.	The communications between the school and the community	1	2	3	4	5	NA
56.	The number of repairs to the school plant	1	2	3	4	5	NA
57.	The school's budget for supplies and equipment	1	2	3	4	5	NA
58.	The school's pupil accounting procedures	1	2	3	4	5	NA
59.	The morale of the faculty	1	2	3	4	5	NA